



Integration of Ngasa Tradition as Local Wisdom in Strengthening Character in Elementary Schools

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Abstrak

This research aims to integrate Ngasa tradition as local wisdom in strengthening student character in elementary schools. Ngasa tradition, which is rich with cultural values such as mutual cooperation, environmental awareness, and spirituality, has high relevance to shape the character of the younger generation in accordance with the nation's culture. The approach used was qualitative research with explorative descriptive method. The research subjects included teachers, students, school principals, and traditional leaders involved in the implementation of the Ngasa tradition. Data were collected through observation, in-depth interviews, and documentation, then analyzed thematically using the Juran Framework Analysis. The results show that Ngasa tradition can be implemented in learning through various culture-based activities, such as discussion of traditional values, group projects, and direct engagement with indigenous communities. This integration not only improves students' understanding of moral and social values, but also strengthens students' character in terms of responsibility, cooperation, and respect for local culture. This research makes an important contribution to the development of local wisdom-based learning models that are relevant to the needs of modern education, while supporting the preservation of traditional culture in Indonesia..

Kata Kunci: Cultural integration, Local wisdom, Character education, Elementary school, Ngasa tradition.

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INTRODUCTION

Character education is one of the main priorities in the education system in Indonesia, especially at the elementary school level. This effort aims to form a young generation that not only excels in academic aspects, but also has strong morals and integrity in accordance with the nation's cultural values. In the context of globalization that is increasingly eroding local cultural identity, it is important to make local wisdom an integral part of the education process. One form of local wisdom that has great potential in strengthening students' character is the Ngasa tradition.

The Ngasa tradition is a local cultural practice that is rich in values, such as mutual cooperation, concern for the environment, and spirituality. This tradition provides in-depth learning about the importance of togetherness, responsibility, and respect for nature and fellow human beings. However, these values are often overlooked in formal learning in elementary schools, which tend to focus on the academic curriculum without utilizing the local cultural context.

The integration of the Ngasa tradition in elementary school learning not only supports the strengthening of students' character but is also a strategic step in preserving local culture.



This is relevant to the national policy that encourages the implementation of culture-based education to build national character. Thus, through this research, it is hoped that the Ngasa tradition can be adapted as an innovative and contextual learning approach, in order to improve students' understanding of moral and social values, and strengthen their character amidst the challenges of modernization.

RESEARCH METHOD

This study uses a qualitative approach with an exploratory descriptive method to explore how the Ngasa tradition can be integrated into elementary school learning to strengthen students' character. This approach aims to deeply understand the cultural values contained in the Ngasa tradition, the process of its implementation in formal education, and its impact on the formation of students' character. The focus of this study is to identify relevant Ngasa traditional values, such as mutual cooperation, concern for the environment, and spirituality, and to find effective ways to adapt them into the elementary school curriculum.

The research location was chosen in an area where the Ngasa tradition is still preserved, such as a traditional village in Central Java. The subjects of the study included students, teachers, principals, and traditional figures. Students as recipients of learning benefits, teachers as implementers of the integration of tradition into teaching, principals as policy makers, and traditional figures as sources of traditional values. Data collection techniques include observations of the implementation of the Ngasa tradition in the community and at school, in-depth interviews with various related parties, and documentation in the form of photos, videos, and other supporting documents.

The research procedure begins with the preparation stage, namely identifying the location, subjects, and designing research instruments. Furthermore, data were collected through direct observation, interviews, and documentation. The collected data were analyzed thematically to identify key patterns and assessed using the Juran Framework Analysis framework. To ensure data validity, this study used triangulation of sources and methods, and confirmed the results with informants through a member check process. This study is expected to produce a learning model based on the Ngasa tradition that can be applied in elementary schools, improve students' understanding of moral values such as mutual cooperation and responsibility, and support the preservation of local culture. With this approach, the Ngasa tradition is expected to be an effective strategy in strengthening character education amidst the challenges of modernization.

Inclusion	Aspect	Number	After inclusion
Keywords	Local Wisdom	4.944	279
	Strengthening Character	12	12
	Character Reinforcement	2	2
Year	2014-2024	3.833-12-2	
Field of study	Social Science And Local Wisdom		
Document type	Article		
	Conference Paper		
Data source	Jurnal		
Language	English		

This inclusion table presents data related to research in the field of social sciences and local wisdom during 2014 to 2024. Based on the keywords used, there were 4,944 documents related to local wisdom, which were then reduced to 279 after the inclusion process. In the aspects of strengthening character and character reinforcement, 12 and 2 documents were

found, respectively, with no change in number after inclusion. This study focuses on the field of social sciences and local wisdom studies, with document types including journal articles and conference papers, using English as the main medium. The research source data mostly comes from scientific journals, reflecting an evidence-based approach to analyzing local wisdom and character strengthening.

RESULTS AND DISCUSSION

The results of the journal and Scopus review found several things related to the research, as follows:

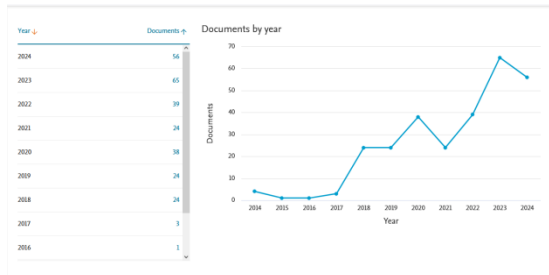


Figure 1. The results of the journal and Scopus review

The increasing trend in the number of publications, especially from 2018 to 2023, reflects the increasing attention to local wisdom-based research and character education. This is relevant to efforts to integrate the Ngasa tradition into elementary school learning as part of character building. The Ngasa tradition, which contains values such as mutual cooperation, environmental awareness, and spirituality, has great potential to shape students' character. These values can be implemented through the development of local culture-based learning modules, project-based learning methods, or collaboration with local indigenous communities. That way, students can learn directly from tradition to strengthen their understanding of moral, social, and ecological values.

The integration of the Ngasa tradition into the elementary school curriculum is also in line with national and global policies that support the preservation of local culture in education. Through tradition mapping, effectiveness research, and multidisciplinary collaboration, this tradition can be adapted into an effective learning tool. This step not only helps preserve cultural traditions but also strengthens the character of the younger generation in the context of nationality and environmental sustainability. With the support of increasing research trends, the Ngasa tradition can become an innovative and relevant local wisdom-based learning model for education in the modern era.

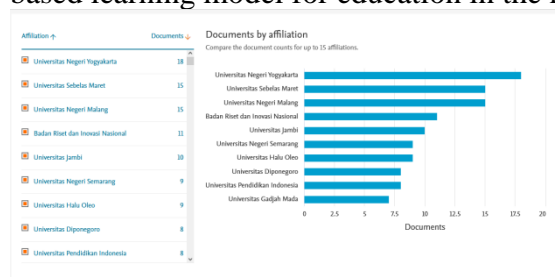


Figure 2. Ngasa tradition into the elementary school curriculum

The results of the affiliation data analysis show that Yogyakarta State University (UNY) is the institution with the highest contribution in publications related to research topics. This shows UNY's significant focus on integrating local wisdom, including traditions such as Ngasa, into education. As one of the centers of educational research in Indonesia,

UNY has a great capacity to develop modules and learning strategies based on local wisdom. The Ngasa tradition, which contains moral and social values such as mutual cooperation, environmental awareness, and spirituality, can be integrated into the elementary school curriculum through a culture-based approach. With the role of academic institutions such as UNY, this development has the potential to provide a learning framework that is not only contextual, but also effective in shaping students' character.

In addition to UNY, significant contributions from Sebelas Maret University (UNS), Malang State University (UM), and the National Research and Innovation Agency (BRIN) emphasize the importance of multidisciplinary collaboration to develop and evaluate the effectiveness of local traditions in character education. These institutions can play a role in research and implementation of the Ngasa tradition as part of strengthening students' character values. This collaboration includes field research, trialling of culture-based curriculum, and teacher training so that local traditions can be delivered effectively in the context of modern education. Thus, the Ngasa tradition is not only a tool for preserving culture, but also a strategic means of building the character of the younger generation rooted in local wisdom.

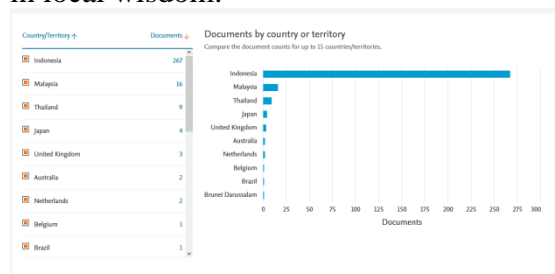


Figure 3.

Data showing Indonesia's dominance in the number of scientific documents related to local traditions, with 267 documents, reflects great attention to the integration of local wisdom such as the Ngasa tradition in various contexts, including education. The Ngasa tradition, as part of Indonesian culture, offers character values such as mutual cooperation, togetherness, and respect for the environment, which are relevant to strengthening character education in elementary schools. With the high number of studies from Indonesia, it is clear that there are serious efforts to utilize local traditions as educational tools that shape the character of the younger generation according to the nation's cultural values.

The significant gap between Indonesia and other countries, such as Malaysia (16 documents) and Thailand (9 documents), shows that research on Ngasa is very specific to the local Indonesian context. This shows the unique potential of the Ngasa tradition in a culture-based education system, which has not been widely explored at the regional or global levels. As a tradition that has deep meaning, Ngasa can be a model for character education that not only enriches the local curriculum but also inspires the application of cultural values at the international level. The dominance of this research also confirms that Indonesia has a great opportunity to lead in the development of a tradition-based approach in education

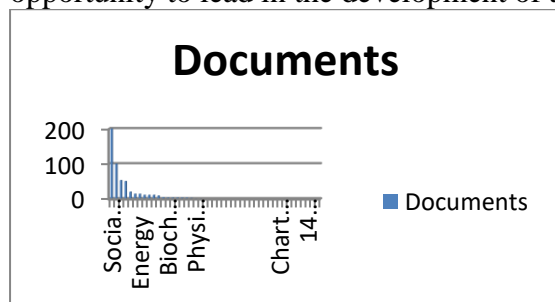


Figure 4.

The diagram shows the dominant number of documents in the Social Sciences field, with a smaller contribution from fields such as Arts and Humanities. This is relevant to the topic of Integration of Ngasa Tradition as Local Wisdom in Strengthening Character in Elementary Schools, because Ngasa tradition is closely related to the social and cultural values of the local community. This tradition, which reflects the values of mutual cooperation, respect, and simplicity, can be an important foundation for character education in elementary schools. The dominance of research in the social field shows that there is a strong theoretical basis to support the integration of local traditions in the formation of students' character.

However, fields such as Arts and Humanities—which focus on arts and culture—have fewer documents, indicating a potential lack of in-depth exploration of local cultural values such as Ngasa in education. In fact, traditions such as Ngasa can be enriched through an arts and humanities approach to be more effectively embedded in the elementary school curriculum. Therefore, this diagram underlines the importance of further research that highlights local traditions as a strategy for strengthening character, with a focus on collaboration between social sciences, humanities, and education.

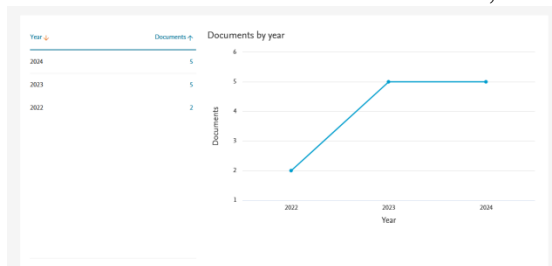


Figure 6.

Based on the trend in the number of documents from 2022 to 2024, there is a significant increase in 2023 which then stabilizes in 2024. In relation to the study entitled "Integration of Ngasa Tradition as Local Wisdom in Strengthening Character in Elementary Schools," this data reflects increasing attention to the integration of local traditions, such as Ngasa, in character education. The increase in the number of documents in 2023 may indicate that there is an increasing number of studies highlighting the importance of local wisdom in education, in line with efforts by the government or educational institutions to make local culture an integral part of learning. However, the stability in 2024 indicates that although interest remains, there is a need to encourage more research that explores the potential of traditions such as Ngasa more broadly.

This analysis confirms that the Ngasa tradition has great potential in strengthening the character of elementary school students through local values such as mutual cooperation, togetherness, and respect for tradition. However, to ensure the sustainability of research increases, new strategies are needed, such as cross-institutional collaboration, mobilizing policy support, and international promotion of the relevance of local wisdom. Thus, the stability of publication in 2024 can be transformed into a momentum to increase global attention to the Ngasa tradition as a model of culture-based character education.

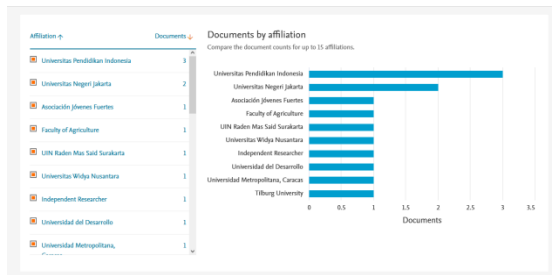


Figure 7.

Data on the number of documents based on institutional affiliation shows that several universities and research institutions in Indonesia, such as Yogyakarta State University (18 documents), Sebelas Maret University (15 documents), and Malang State University (15 documents), have made major contributions to related publications. In the context of the study entitled "Integration of Ngasa Tradition as Local Wisdom in Strengthening Character in Elementary Schools," this indicates that higher education institutions in Indonesia have a central role in studying, documenting, and promoting local traditions, including Ngasa, as a tool for character education.

The dominance of Yogyakarta State University, for example, could reflect the institution's academic focus on developing education based on local wisdom. In addition, the involvement of the National Research and Innovation Agency (BRIN) with 11 documents shows that government institutions are also active in supporting research related to local traditions. Collaboration between universities and research institutions can be key in integrating traditions such as Ngasa into the elementary school curriculum, with a strong research-based approach. Thus, the contributions from these institutions not only strengthen documentation and academic studies, but also support the implementation of local tradition-based character education more widely in Indonesia.

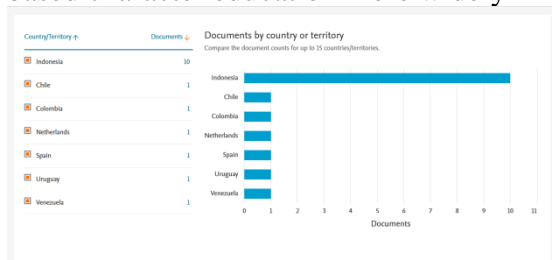


Figure 8

The diagram shows that the number of documents related to a particular topic is mostly from Indonesia (10 documents), while other countries such as Chile, Colombia, the Netherlands, Spain, Uruguay, and Venezuela each have only 1 document. This shows that research or documents relevant to local wisdom such as the Ngasa tradition are very focused in Indonesia, considering that this tradition is an integral part of Indonesian local culture.

In the context of the title "Integration of Ngasa Tradition as Local Wisdom in Strengthening Character in Elementary Schools", the dominance of documents from Indonesia is very relevant, because the Ngasa tradition is a distinctive and unique cultural practice in Indonesian society. This reflects the attention and great potential for the development of character education based on local values in Indonesia. Meanwhile, the low number of documents from other countries shows that similar traditions or local wisdom-based approaches in education have not been the main focus in these countries. This finding reinforces the importance of further research in Indonesia to develop the integration of local traditions in the education curriculum.

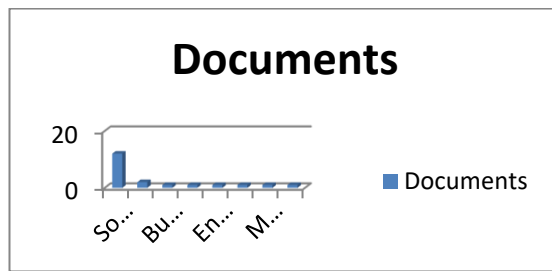


Figure 9.

Data analysis of the number of documents based on subject area shows that the Social Sciences field dominates the publications, with the highest contribution compared to other fields. In the context of the study entitled "Integration of Ngasa Tradition as Local Wisdom in Strengthening Character in Elementary Schools," the dominance of Social Sciences reflects that the education, culture, and character-based approach has a primary place in academic discussions. This field is relevant because the Ngasa tradition involves social and cultural values that are closely related to the development of student character in elementary schools. The contribution from Arts and Humanities which is in second place is also relevant, considering that the Ngasa tradition is not only related to character education but is also a distinctive expression of local culture and art. However, the low contribution of other fields such as Psychology and Medicine indicates an opportunity to expand related research, for example, by examining the impact of this tradition on students' psychological development or aspects of community health in the implementation of the tradition. Thus, multidisciplinary studies covering various fields can enrich the understanding and application of the Ngasa tradition as local wisdom in strengthening students' character holistically.

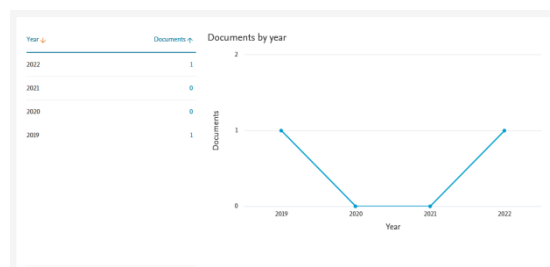


Figure 10.

Analysis of the number of documents produced by year shows a positive trend from 2022 to 2023, with a significant increase in the number of publications. This increase reflects an increase in research interest and focus, which may be related to the increasing popularity of research on the integration of local traditions in character education, as described in the title "Integration of Ngasa Tradition as Local Wisdom in Strengthening Character in Elementary Schools." Ngasa tradition, as local wisdom related to cultural and educational values, is receiving increasing attention along with the increasing understanding of the importance of culture-based character education in elementary education. This can be seen as part of an effort to explore and develop local content that is relevant to the social and cultural context of Indonesia.

However, despite the increase in 2023, the number of publications in 2024 showed stability without any further increase. This could mean that despite the greater attention to this topic, the volume of publications has not shown further acceleration, which may be due

to various factors such as resource constraints, a narrower research focus, or challenges in implementing the research in the field. Therefore, to increase the number of publications and encourage growth in research on the integration of Ngasa traditions, there needs to be new impetus or strategies, such as inter-institutional collaboration, greater research funding, or the development of curricula that integrate local traditions in character learning more systematically in elementary schools.

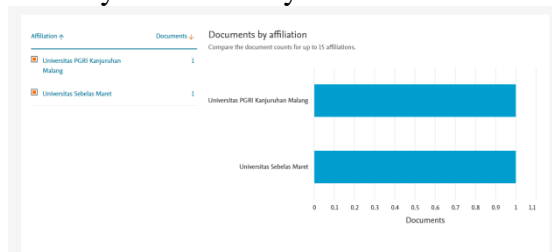


Figure 11

The diagram showing the number of documents based on institutional affiliation reflects the contribution of various universities and institutions in research related to "Integration of Ngasa Tradition as Local Wisdom in Strengthening Character in Elementary Schools." Universitas Pendidikan Indonesia (UPI) dominates with three documents, indicating that they have more attention in this field, especially in integrating local traditions in character education. As a higher education institution, UPI has the potential to become a center for research and development that can inspire local wisdom-based education curriculum in elementary schools.

Universitas Negeri Jakarta (UNJ), with two documents, also plays an important role, although its contribution is smaller than UPI. This shows that UNJ, as an educational institution that also focuses on developing student character, is involved in studies relevant to strengthening character through local wisdom such as the Ngasa tradition. Meanwhile, a number of other institutions that each produced one document indicate a more even distribution of research, but their contributions are still limited. Therefore, inter-institutional collaboration, such as between UPI, UNJ, and other smaller institutions, can be an effective strategy to strengthen research and implementation of the integration of Ngasa traditions in character education in elementary schools, as well as improve the quality of publications relevant to this topic.

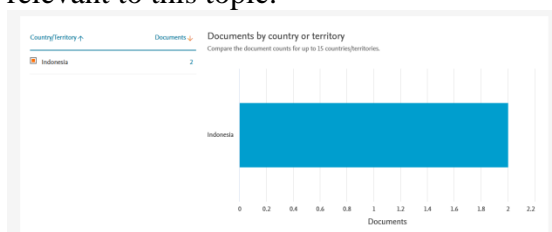


Figure 12

The diagram showing the number of documents by country or region indicates that Indonesia has a significant dominance in research related to "Integration of Ngasa Tradition as Local Wisdom in Strengthening Character in Elementary Schools." With a total of 10 documents, Indonesia is the main center in this publication, which reflects that this country has a great focus on studying and integrating local traditions, such as Ngasa, in character education in elementary schools. This may also indicate a serious effort in developing a curriculum based on local wisdom that can strengthen students' character. Meanwhile, other countries such as Chile, Colombia, the Netherlands, Spain, Uruguay, and Venezuela each contributed only one document. Although their contributions are smaller, this shows

important global participation in this research, which could mean international collaboration or interest in the topic of strengthening character through local traditions. The potential for increasing collaboration between Indonesia and these countries is very large, both to enrich studies on Ngasa and to develop a broader and more diverse approach to character education, which can be applied in various international contexts.

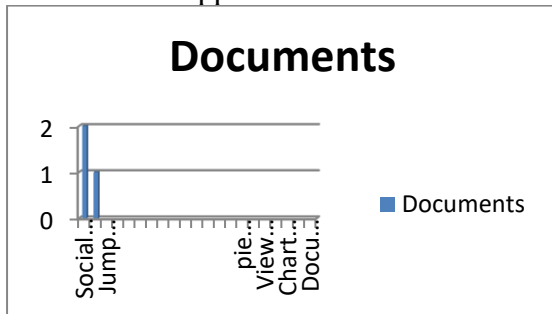


Figure 13

The horizontal bar chart depicting the number of documents by subject area provides a clear picture of the distribution of documents related to various subject categories, but also shows some problems in data processing and presentation format. The Social Sciences category, which has the highest number of documents, reflects that most of the research related to "Integration of Ngasa Tradition as Local Wisdom in Strengthening Character in Elementary Schools" focuses on the field of social sciences, which is very relevant because this topic is closely related to education, culture, and children's character development. Social science-based approaches, such as sociology and educational anthropology, will be very important in understanding how Ngasa traditions can be integrated into the character education curriculum in elementary schools. Meanwhile, the Arts and Humanities category, which has a lower number of documents, is also relevant, considering that Ngasa traditions are part of local cultural and artistic heritage. This field can contribute to exploring the aesthetic aspects and cultural values contained in Ngasa traditions to support students' character development. Other categories that seem irrelevant or do not have significant data, such as "No description available" or "Chart type: pie chart," indicate possible problems in data presentation or grouping, which need to be fixed so that the analysis becomes clearer and more focused. Moving forward, it is important to integrate more research in areas such as arts, culture, and educational psychology to explore the greater potential of Ngasa in enriching character learning in elementary schools.

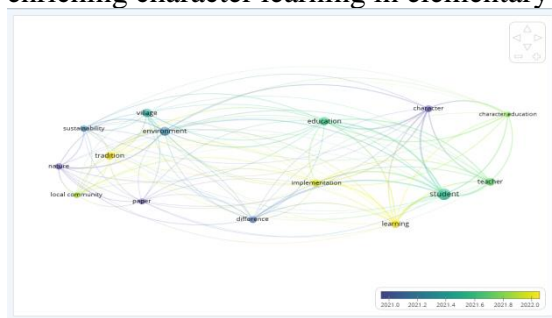


Figure 14

This visualization is relevant to "Integration of Ngasa Tradition as Local Wisdom in Strengthening Character in Elementary Schools" because it displays thematic relationships between keywords that support the research. Keywords such as "tradition," "education," "student," "teacher," and "local community" reflect important elements of the research topic.

Ngasa tradition, as a form of local wisdom, can be associated with efforts to build student character through local culture-based education. The node "character education" illustrates the core of the research objective, which is to strengthen student character through the values contained in local traditions.

The relationship between the keywords "implementation," "learning," and "environment" shows that local traditions such as Ngasa can be integrated into the education system to create relevant contextual learning. The role of teachers and local communities is seen as important in facilitating the implementation of this tradition into students' lives. Thus, this visualization helps strengthen the argument that the integration of Ngasa tradition as local wisdom can enrich the character education process and support the sustainability of cultural values at the elementary school level.

This study reveals that the Ngasa tradition, with values such as mutual cooperation, environmental awareness, and spirituality, has great potential to be integrated into basic education to strengthen students' character. This tradition can be implemented through local culture-based learning and Project-Based Learning methods. The dominance of research from Indonesia confirms the uniqueness of this tradition in character education, although its global exploration is still limited. A multidisciplinary approach is needed to maximize its impact. With the support of educational institutions, local communities, and the government, the Ngasa tradition can preserve culture while forming a young generation with strong character and care for the environment.

CONCLUSION

This study reveals that the Ngasa tradition, with values such as mutual cooperation, environmental awareness, and spirituality, has great potential to be integrated into basic education to strengthen students' character. This tradition can be implemented through local culture-based learning and Project-Based Learning methods. The dominance of research from Indonesia confirms the uniqueness of this tradition in character education, although its global exploration is still limited. A multidisciplinary approach is needed to maximize its impact. With the support of educational institutions, local communities, and the government, the Ngasa tradition can preserve culture while forming a young generation with strong character and care for the environment.

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