

Perceptions of Pedagogy Lecturers and Students Regarding the Manifestation of Local Wisdom Values

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Abstract

In the realm of education local wisdom has gained recognition as a foundational element for both individual and community growth. This study examines the shared perceptions of local wisdom values among lecturers and pedagogy students in Indonesia, aiming to understand the extent of their consensus and its potential influence on teaching practices. The research employs a descriptive quantitative approach, utilizing a purposive sampling technique that includes 120 students and 10 lecturers. Data collection is conducted primarily through a questionnaire-based survey, with the gathered information subjected to thorough mathematical and statistical analysis. Both descriptive and inferential statistical methods are applied to uncover significant insights. The findings indicate that most students (77.2%) and lecturers (80%) agree on the substantial role of local wisdom values in fostering unity amidst diversity. However, there are perceptual differences influenced by variables such as age, educational background, and life experiences. The study suggests that educational stakeholders should consider these diverse perspectives in curriculum development and teaching methodologies. Despite its limitations, research paves the way for further exploration into the interpretation of local wisdom values in pedagogical practices and their impact on student learning outcomes, as well as their contribution to sustainable development and culturally responsive education policies.

Keywords: *Local Wisdom, Perception Lecture, Student Perceptions, Higher Education, Wisdom Value.*

Introduction

Higher education plays an important role in shaping ways of thinking and behaving reflecting values and wisdom locally. Higher education Internalizing local wisdom values is an important element in student development (Szczepańska-Woszczyzna, 2015). Local wisdom values include ethical, cultural, and personality principles (Kordbagheri et al., 2024; Stahlmann et al., 2024). character building based on local wisdom has now been included in the curriculum (Miller et al., 2019). Integrating local wisdom values into the educational curriculum helps students form a holistic global understanding (Asmayawati et al., 2024; Sakti et al., 2024).

Indonesia has ethnic diversity and culture with values of noble local wisdom. In the era of globalization, concerns arise that the values of local wisdom are in danger of being lost over time (P. K. Sharma et al., 2022). There are indications that the younger generation tends to prefer and be influenced by foreign cultures. In this case, moral goodness becomes the community's philosophy of life and a guide in carrying out the life process (P. Zhang & Li, 2023). The value of local wisdom is decreasing causing existentialism, radicalism, and generational conflict (Eko & Putranto, 2021; Ferdi Hasan et al., 2024). The reconstruction of education in higher education seeks to develop values and character to prevent this.

The focus of this research is to highlight the importance of a more diverse understanding of how these groups understand, appreciate, and apply local wisdom values in the context of higher education (Riley et

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al., 2024; Sugawara et al., 2023). Thus, the question of the study are: 1) What are the perceptions of lecturers and students regarding local wisdom values? 2) Are there differences in perception and what are the causal factors? 3) What are the implications of the perception of local wisdom in higher education?" The question study becomes the basis for a broader dialogue regarding how higher education in Indonesia can adapt and develop to maintain and strengthen cultural heritage in the global era (Al-Shami et al., 2024). Therefore, it is important to dig deeper into how local wisdom in Indonesia is viewed by lecturers and students and how these values can be integrated into pedagogical practices to create education that is relevant and responsive to current global and local challenges (Esperat & Stickley, 2024).

The previous research that are in line with the study perception of students and lecturers apart from That study aligned towards local wisdom values which play an important role in forming an inclusive and sustainable educational atmosphere (R. Sharma & Gupta, 2024; Tabrizi & Abdelmonem, 2024). Study this is also supported the importance contribution college tall in the preservation local (H.-Y. Chen et al., 2022; Murhaini & Achmadi, 2021). Study Similarly, in Indonesia, it shows that the integration of local wisdom values in education plays an important role in shaping students' character and ethics. For example, research conducted (Yamin, 2017) found that the application of local wisdom values in the university curriculum in Indonesia. Although many studies have explored the integration of local wisdom values in education, only a few have studied in depth the perceptions of lecturers and students to understand how local wisdom values This research can fill this gap by exploring and comparing the perspectives of lecturers and students to provide new insight into the dynamics of learning local wisdom values in higher education (M. Chen, 2023; Pithouse-Morgan, 2022).

The novelty of this research lies in the strong emphasis on comparative understanding between lecturers and students regarding local wisdom which has rarely been studied in previous research. This research seeks to provide a broader and deeper view of highlighting the differences and similarities in perceptions of wisdom values research locally in the educational environment (van Noordwijk et al., 2023). The analysis makes a significant contribution to the existing literature by identifying how local wisdom values can be maintained and enhanced in education in Indonesia, taking into account the diverse perspectives of education stakeholders (Fadli, 2020; Lestari & Suyanto, 2024; Nurjanah et al., 2024). The research aims to explore the understanding of lecturers' and students' perspectives on local wisdom values, analyze the factors causing the level of conformity or differences in perceptions of local wisdom between lecturers and students and the implications related to local wisdom on learning in higher education.

Literature Review

Basic Concepts About Perception

Perception is a process of organizing, and interpreting stimuli received by the organism or individual so that become something that means and is activities that are integrated in the individual. Perception is an observation about objects, events or the relationships obtained with concluding information and interpreting messages (Shipley & Zacks, 2008). Based on matters such, as age, ability to think, and experience individuals are not the same, then in perceiving something stimulus, the result perception will be different between individual One with individual other. Everyone has one trend in seeing the same thing in different ways. The difference Can be influenced by many factors, including knowledge, experience, and the angle of his gaze.

Condition it happened perception according to (Hamlyn, 2017) terms happen perception are 1) the existence perceived object, 2) the existence of attention which is step first as something preparation in stage perception, 3) the existence of tool senses/receptors that is tool for receiving stimulus, 4) nerves sensory as tool for forward the stimulus to the brain, which is later as tool For stage response.

Study of Local Wisdom Values

Values are something a person or group believes that drives actions and behavior. Values that grow in society and are well accepted will become guidelines for living together. The values that society values and

upholds will color the lives of the people who live them (Attaya & Hilliard, 2023; Pryce-Miller et al., 2023). The values that are believed to be a guide for everyone are always related to positive things, nobility and goodness. Values are very close to morals (Lau et al., 2021). Values are always related to goodness, priority and kindness towards other people (Lee & Huang, 2021).

Every society has values that will regulate the system of life (Xuan et al., 2023). This situation gives birth to local wisdom in each community which has a different value system (Zhang & Li, 2024). Each community has different local wisdom (Gede Agung et al., 2024). Local wisdom is built and grown from the outlook on life and values that guide the community in organizing their lives (Bringhurst & Zwicky, 2018). Local wisdom is a way of life as well as a product of the past and still exists today (Murhaini & Achmadi, 2021). These noble local values are the result of the local wisdom of our predecessors, therefore local wisdom is a form of culture. Local wisdom is defined as a system of values or life behavior of local people in interacting wisely with the environment where they live (Wicaksono et al., 2022). Substantively, local wisdom is the values that apply in the social order, the truth of which is a guideline for behavior (way of life).

Method

This research uses descriptive quantitative methods using purposive sampling techniques. This research was conducted at an Indonesian higher education institution, namely Muhammadiyah University Kotabumi, involving 120 students and 10 lecturers. The data collection technique uses a questionnaire-based survey method as the main mechanism for collecting data. The collected data undergoes rigorous mathematical and statistical analysis. Descriptive and inferential statistical methods are used to reveal interesting insights.

This questionnaire aims to measure conceptual understanding of local wisdom values among lecturers and students. This assessment instrument includes 20 varied items, to describe a comprehensive understanding of how local wisdom values are manifested by students and lecturers. Using the questionnaire method in this research facilitated the collection of significant data about the awareness and practical manifestation of local wisdom values among lecturers and students, which enriched our understanding of the main themes studied.

Procedure

The methodology applied in this study includes systematic stages aimed at obtaining accurate data and conducting in-depth analysis of lecturers' and students' perceptions regarding the concept and application of local wisdom values. The following is a detailed description of the procedures followed in this study:

The study began by setting comprehensive research objectives, which focused on lecturers' and students' understanding of local wisdom values and how these values are implemented. A crucial stage in this study was the development of the questionnaire tool, which was divided into two essential parts. The first part was devoted to assessing the conceptual understanding of "local wisdom values", including four items aimed at exploring participants' understanding of the concept. Meanwhile, the second part is designed to assess how these values are currently perceived by students, with 20 items asking lecturers and students to evaluate how often they show behavior that reflects local wisdom values, including religious values, mutual cooperation, art, history, and economics.

This research included recruiting subjects from a variety of higher education institutions, including Sunan Kalijaga State Islamic University Yogyakarta. Participants consisted of lecturers and students who participated in the survey. The questionnaire that has been developed becomes the main survey tool and is distributed to selected respondents. The data collection process was carried out following research ethical standards, which include respect for participants' consent and privacy.

The collected data was analyzed using the software Statistics Packages for the Social Sciences (SPSS), where descriptive statistical methods are used to evaluate variables such as mean, standard deviation, and frequencies and percentages for closed-ended questions. In addition, the data was tested through descriptive

and inferential statistical analysis. Descriptive analysis aims to present a general picture of participants' views, while inferential analysis focuses on further research regarding relationships, correlations and associations in the data. The results of this analysis are interpreted based on the research objectives, providing a deeper understanding of the views of lecturers and students regarding wisdom values and local wisdom as well as the application of local wisdom values observed among students.

The research procedure included a thorough analysis of the findings, based on relevant literature and appropriate references. This section aims to place the results in the broader context of the educational field. This research provides new understanding of impact of internalizing local wisdom and provides suggestions for further research in this field. The closing stage of this research procedure is the formation of a clear and in-depth conclusion, which summarizes the key findings and their consequences for the understanding of wisdom values. local among teacher education students. This systematic methodological approach ensures accurate and detailed research conduct, facilitates a thorough examination of the research objectives and produces significant findings.

Data Analysis

In order to explore significant meaning from the collected data, a systematic statistical and mathematical methodology was applied. The data obtained through the survey was processed thoroughly using SPSS software. The analysis structure includes the application of descriptive and inferential statistical analysis, which facilitates the evaluation of the dataset from multiple perspectives. Descriptive statistical analysis is performed to gain an overview of the dataset, by calculating parameters such as the mean, which reflects the mean value of the response, and the standard deviation, which indicates the variation around the mean. For closed-ended questions, frequencies and percentages are used to assess the distribution of responses to the available options. These descriptive indicators together provide a comprehensive picture of respondents' views on the issue under study.

Results & Discussion

Explore Understanding Lecturers' And Students' Perspectives On Local Wisdom Values

In this study, a survey was conducted involving 120 students and 10 lecturers from the study program Primary teacher education. Respondent data summarized in Table 1 provides a detailed overview of identity of lecturers and students involved in this research.

Table 1 Identity Respondent

Participants	Contents		N	%
Lecturer	Age (Years)	30-40	1	10
		40-50	3	30
		>50	6	60
	Academic Degree	Masters	6	60
		Doctoral	4	40
	Study program	primary teacher education	10	100
Student	Age (Years)	10-20	40	33
		20-30	80	67
	Academic degree	Undergraduate	120	100
		Study program	primary teacher education	120

Based on research data obtained from a survey involving 120 students and 10 lecturers from educational institutions in Indonesia. In the lecturer group there is no one under 30 years of age because the majority (60%) are of age lecturer has over 50 years old demonstrating a high level of maturity and experience in academic circles. The majority of lecturers (60%) have a master's degree while 40% have a doctoral degree which indicates a high level of education and specialization in the field of education. On the other hand, there is a difference The majority of students (67%) are in the 20–30-year age group.

Table 2. Perceptions of Lecturers and Students Regarding the Concept of The Value of Wisdom Local

The concept of Local Wisdom values	Student		Lecturer		Total	
	N	%	N	%	N	%
Local wisdom is knowledge developed by ancestors in dealing with the environment around them, making this knowledge part of culture.	15	4	2	5	17	4.2
Local wisdom is a way of life and knowledge as well as various life strategies in the form of activities carried out by local communities to fulfil their needs.	19	5.2	2	5	21	5.1
An attitude of mutual respect for ethnic and cultural diversity by maintaining, preserving and developing the traditions and culture that exist in society.	50	13.6	4	10	54	13.2
A preserving attitude that creates unity in diversity through acceptance, respect and tolerance for other cultural differences, cultural diversity thereby increasing solidarity, awareness and understanding between cultures, as well as reducing discrimination and conflict.	284	77.2	32	80	316	77.5
Total	368	100.0	40	100.0	408	100.0

Data analysis shows that many students (77.2%) and lecturers (80%) agree that local wisdom values contribute significantly to unity in diversity. This indicates a strong recognition by both groups of local wisdom as an important pillar in promoting cultural awareness, acceptance, and intercultural tolerance. From this perspective, there are variations in how lecturers and students understand local wisdom. A small majority of students (4%) and lecturers (5%) define local wisdom as knowledge developed by ancestors to adapt to the environment, emphasizing the aspect of intergenerational knowledge transmission. This shows that some respondents view local wisdom from a historical and cultural perspective. Whereas A broader perspective on local wisdom, which includes views of life, knowledge, and life strategies to answer various problems, was accepted by 5.2 % of students and 5% of lecturers. This shows a more comprehensive understanding of local wisdom as an integrated system in everyday life and how local communities overcome challenges. Some students (13.6%) and lecturers (10%) consider local wisdom as a form of respect for ethnic and cultural diversity, which reflects the emphasis on social and ethical aspects in local wisdom. The perception of local wisdom as a means of achieving unity in diversity was most dominant among respondents, with 77.2% of students and 80% of lecturers assessing this as a key aspect. This confirms that lecturers and students see local wisdom not only as cultural heritage, but also as a vital tool for promoting solidarity, reducing discrimination, and building intercultural understanding. This shows a high awareness of the importance of preserving and developing traditions and culture in the context of a multicultural society like Indonesia (Jayadi et al., 2022).

This research reveals the deep and varied perceptions of lecturers and students regarding local wisdom values. The majority of respondents, both lecturers and students, acknowledged the importance of local wisdom values in promoting unity in diversity. This shows a broad appreciation for local wisdom as an element that enriches culture and collective identity and as a tool for increasing tolerance, solidarity and cross-cultural understanding (Pajarianto et al., 2022). Data analysis reveals that both lecturers and students in Indonesia view local wisdom values as an important foundation for promoting unity and tolerance in diversity (Huda et al., 2020). This reflects a dynamic where local wisdom is not only valued as cultural heritage, but also as a practical tool for forming inclusive and harmonious social attitudes in the academic environment (Kwangmuang et al., 2021; Muleme et al., 2017).

Analyse Manifestation Related to Local Wisdom Between Lecturers and Students With Levels Of Conformity And Difference

Table 3 presents the manifestation of local wisdom values among students and lecturers. The table displays the mean (M) and standard deviation (SD) values for each aspect. The table provided summarizes a comprehensive picture of the various manifestations of local wisdom values observed among students, capturing student and lecturer perspectives on these attributes.

Table 3. Manifestation of Students' Local Wisdom Values

Contents	Students		Lectures		Total	
	M	Elementary School	M	Elementary School	M	Elementary School
Have faith in God	2.86	0.931	3.36	0.933	3.30	0.945
Speak honestly and politely	2.96	0.973	3.32	0.920	3.28	0.932
Take care of yourself and those around you	2.97	0.902	3.27	0.921	3.24	0.923
Share and give	3.00	0.931	3.35	0.954	3.32	0.958
View others positively and tolerantly	3.08	0.981	3.38	0.916	3.35	0.927
Willing to help others	3.14	0.974	3.19	0.945	3.19	0.947
Be disciplined in following the rules	2.92	0.927	3.36	0.922	3.31	0.932
Recognize and protect the value of oneself and others	2.88	1,048	3.21	0.910	3.18	0.931
Concern for others	2.98	0.952	3.30	0.917	3.26	0.925
Giving other people the opportunity to develop their potential	2.98	0.952	3.14	0.901	3.13	0.908
Foster a spirit of cooperation	2.94	0.961	3.15	0.886	3.13	0.897
Willing to sacrifice for the common good	3.14	0.995	3.37	0.934	3.34	0.943
Maintain security and order	2.90	0.958	3.05	0.892	3.03	0.900
Resolve problems peacefully	3.13	0.904	3.38	0.844	3.36	0.854
Love domestic products	3.13	1,001	3.32	0.879	3.30	0.894
Preserving and being proud of Indonesian culture	3.16	1,119	3.35	0.972	3.33	0.990
Have creativity and innovation	3.09	1,104	3.39	0.986	3.36	1,003
Pay attention to beauty and authenticity	3.09	0.964	3.31	1,051	3.29	1,044
Reducing ethnocentrism	3.14	0.974	3.19	0.945	3.19	0.947
Respect ethnic and cultural diversity	3.00	0.931	3.35	0.954	3.32	0.958

Table 3 describes the perceptions of students and lecturers regarding the manifestation of local wisdom values. From these data, it can be interpreted that students and lecturers both appreciate local wisdom values, but there are nuances in the way they manifest these values in everyday life. Students showed the highest tendency to "preserve and be proud of Indonesian culture" (mean = 3.16, SD = 1.119), indicating a strong appreciation for cultural heritage and a desire to maintain it. Meanwhile, Their lowest score was seen in "fearing God" (mean = 2.86, SD = 0.931), indicating that spiritual aspects may be less dominant in their perception of local wisdom compared to cultural aspects. This may signal a shift in values in the younger generation, who may be more secular or have a different interpretation of religion in everyday life (Siddique, 2024). On the other hand, lecturers showed the highest score on "having creativity and innovation" (mean = 3.39, SD = 0.986), indicating the importance of innovation and creativity as part of local wisdom in their view. The lecturers' lowest point was recorded on "maintaining security and order" (mean = 3.05, SD = 0.892), which may indicate a difference in priorities or interpretation of local wisdom compared to students.

Local wisdom values shown by the majority of students and lecturers assessing local wisdom as an important element that supports unity in diversity by findings reported by previous studies (Arsal et al., 2023; Syakur & Khoiroh, 2021). This agreement underlines a shared understanding of the role of local wisdom in strengthening national identity and increasing social coherence amidst globalization (Abas et al.,

2022). However, there are divergences in the way lecturers and students perceive the practical application of local wisdom values. Lecturers tend to emphasize the transmission of these values through formal education and curriculum, while students see local wisdom more in daily practices and social interactions. Differences in perception may reflect variations in life experiences and professional contexts (Partos et al., 2016).

Why are the perceptions of lecturers and students different?

These data provide important insights into the age and experience characteristics of the lecturers and students involved in the research, which are important for understanding frames of reference and perspectives in the context of local wisdom values research. Differences in age, educational background and life experiences may contribute to variations in perceptions of local wisdom values, which is the main focus of this research. The research explores how variables such as age, educational background, and life experience influence lecturers' and students' perceptions of local wisdom values (Islamiyah & Fajri, 2020). The results show that perceptions of local wisdom values are not only rooted in intellectual understanding but are also significantly influenced by the social context and individual personal experiences.

Data analysis shows that there are significant differences in manifestations towards local wisdom between lecturers and students, some of which can be attributed to the age factor. Older lecturers with an average age of over 50 years tend to value local wisdom as an essential component of cultural and ethical identity that must be preserved. They often associate local wisdom with nostalgia for a past that is considered more authentic and not contaminated by globalization. On the other hand, student who are mostly aged between 18 and 24 years tend to have a more pragmatic view of local wisdom, viewing it as a tool that can be utilized to achieve practical goals such as career development and environmental sustainability. This shows that perceptions of local wisdom can develop with age and life experience (Chopik et al., 2018; Jackson & Wilton, 2017).

Educational background also plays an important role in shaping the way individuals perceive and appreciate local wisdom. Lecturers with a background in the humanities and social sciences tend to have a deeper and more nuanced understanding of local wisdom, considering it to be the core of the discipline. In contrast, lecturers from the science field tend to view local wisdom from a utilitarian perspective, assessing it based on its contribution to innovation and practical progress. Meanwhile, students depending on their major also show variations in their perceptions of local wisdom. Students taking majors related to social studies are more likely to appreciate the historical and aesthetic aspects of local wisdom, while those in more scientific fields may focus more on the practical application of local wisdom (Abdelazim Ahmed, 2017).

Individuals' life experiences including interactions with various cultures and participation in local communities influence how they view and value local wisdom (Becker et al., 2017; Kwon et al., 2024; H. Zhang et al., 2018). Individuals who have direct experience with local wisdom practices such as traditional agriculture, fine arts, or traditional rituals, tend to have a greater appreciation and deeper understanding of these values (Sibarani, 2018; Suhartini et al., 2019). This research highlights the complexity of factors that influence perceptions of local wisdom values. Age, educational background, and life experiences interact in complex ways to shape how individuals understand and appreciate local wisdom. Understanding these dynamics is important for designing effective educational interventions aimed at preserving and promoting local wisdom values in an increasingly global society (Asror et al., 2024).

In-depth data processing shows that age, educational background, and life experience are determinant factors in the construction of perceptions of local wisdom. In this context, senior lecturers show a tendency to absorb traditional values more intensely, reflection on accumulated knowledge and appreciation of cultural heritage that deepen over time (Burger, 2022). In contrast, young students often interpret local wisdom in a more contemporary and global framework, indicating the influence of diverse education and dynamic interaction with cultural plurality through digital platforms and socialization (Kalimullina et al., 2021; Mertala, 2017; Mihelj et al., 2019).

Implications of Perceptions of Local Wisdom in Higher Education

Educational aspects play an essential role in perception modeling. Individuals educated in the field of social studies often develop a broader and more detailed perspective on local wisdom, compared to those with a background in technical or pragmatic disciplines (Akareem & Hossain, 2016). These findings indicate that an interdisciplinary and integrative educational approach allows a deeper and more holistic exploration of local wisdom.

This exploration is also enriched by life experiences lecturer to values life (Street, 2017). Experience life Involvement in cultural activities and interaction with diverse communities facilitates assimilation and appreciation for local wisdom (Sakti et al., 2024; Teyra et al., 2024). Direct exposure to manifestations of local wisdom significantly strengthens understanding and appreciation of the traditions and values they represent (Baruadi et al., 2024).

From an analytical perspective, perceptions of local wisdom are formed through the amalgamation of personal factors and educational experiences. The emerging implication for the world of education is the need to adopt inclusive teaching strategies that capture the essence of this diversity, by integrating various experiences and perspectives to create a curriculum that not only respects but also utilizes cultural diversity and the richness of local wisdom as a valuable learning resource (Uge et al., 2019). These findings provide important implications for curriculum development and teaching methods in higher education (Nkansah & Oldac, 2024). Higher education institutions need to provide platforms that facilitate dialogue between lecturers and students regarding local wisdom, allowing the integration of their views in the development of more inclusive and relevant curricula [55]. It is important to adapt teaching methods that consider both perspectives to ensure that the transmission of local wisdom values not only takes place in the classroom, but also through extracurricular activities and community participation to support the development of students' intercultural competence (Lewis, 2024).

Conclusion

This research has explored lecturers' and students' perceptions of the manifestation of local wisdom values in Indonesia, revealing deep and diverse perspectives on cultural heritage and traditions. The study results show that both groups of respondents widely recognize and appreciate local wisdom as an important source of ethical, aesthetic and cultural values, as well as an important element in social unity and diversity. A deep understanding and appreciation of local wisdom can enrich the educational environment, promote intercultural understanding, and assist in the formation of a strong national identity while celebrating diversity. Therefore, universities and stakeholders in education must proactively strive to integrate local wisdom into aspects of education, ensuring that future generations can appreciate and maintain a rich and diverse cultural heritage.

Although this research yields valuable insights there are limitations that need to be noted. A research sample that only focuses on University Muhammadiyah Kotabumi may not fully reflect the perceptions of lecturers and students in Indonesia. Future research could explore broader perspectives by involving participants from different regions and educational backgrounds. This research opens opportunities for further studies that can examine how local wisdom values are interpreted in pedagogical practice and their impact on student learning outcomes as well as how local wisdom can contribute to sustainable development and culturally sensitive education policies.

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