

## Codification of Local Wisdom Themes in Indonesian Language Teaching Materials to Foster National Defense Spirit in Border Regions

Prima Gusti Yanti<sup>1</sup>, Imam Safi<sup>2</sup>, Imas Ratna Ermawati<sup>3</sup>, Fauzi Rahman<sup>4</sup>, Fairul Zabadi<sup>5</sup>, Deasy Wahyu Hidayati<sup>6</sup>

### Abstract

*The national defense attitude of most students in Indonesia's border regions must be enhanced. Therefore, developing teaching materials that can support the improvement of these students' national defense attitudes is necessary. This research aims to code relevant themes based on local wisdom to build the spirit of national defense among students in Indonesia's border regions, particularly in North Kalimantan. This study employs a qualitative approach using interview and documentation techniques. Data analysis is conducted through four stages: data reduction, data display, conclusion drawing, and verification. Based on research on the local wisdom content and national defense values present in the traditions of the North Kalimantan community, several themes can be codified to serve as a foundation for developing Indonesian language teaching materials. These themes include strengthening national identity, character and moral formation, education, and socialization, as well as cultural resilience and national defense.*

**Keywords:** *National Defense, Local Wisdom, Border Region, National Identity.*

### Introduction

National identity and the spirit of national defense are crucial aspects of the sustainability of a nation. Indonesia, with its ethnic, cultural, and linguistic diversity, faces unique challenges in maintaining unity and cohesion (Arasy & Nelwati, 2023; Hermawanto et al., 2023). One of the regions facing unique challenges in this context is the border area (Donnan & Wilson, 2021). Border regions often serve as the frontline in facing various threats, both physical and non-physical, such as foreign cultural infiltration, smuggling, and border conflicts. Therefore, instilling the spirit of national defense in border regions becomes an imperative priority (Martono et al., 2022; Yanti et al., 2020).

Indonesian, as the national and unifying language, plays a strategic role in efforts to build the spirit of national defense (Schwarz, 2018). One effective way to instill national values and the spirit of national defense is through education (Aliyah et al., 2024; Fadilah, 2024), especially in Indonesian language teaching materials. Therefore, integrating local wisdom into Indonesian language teaching materials is highly relevant. Local wisdom encompasses the knowledge, practices, and values that develop within local communities and can positively shape national character and identity (Suidat et al., 2022; Yanti et al., 2024; Rustan Effendi, 2020).

Education has a strategic role in instilling the spirit of national defense to the younger generation. Aulia and Darmawan (2021) emphasized that civic education is an effective medium to build nationalism and patriotism through learning based on national values. Participatory learning methods, such as threat situation simulations or thematic discussions, can help students understand the importance of their role in maintaining the integrity of the nation. In addition, Ali et al. (2022) highlighted the role of scouting activities as a means to build a resilient character and love for the homeland. Through challenge-based activities, such

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<sup>1</sup> University of Muhammadiyah Prof. DR. HAMKA, Jakarta, Indonesia, Email: prima\_gustiyanti@uhamka.ac.id, (Corresponding Author)

<sup>2</sup> University of Muhammadiyah Prof. DR. HAMKA, Jakarta, Indonesia, Email: imamsafii2077@uhamka.ac.id

<sup>3</sup> University of Muhammadiyah Prof. DR. HAMKA, Jakarta, Indonesia, Email: imas\_re@uhamka.ac.id

<sup>4</sup> University of Indraprasta PGRI, Jakarta, Indonesia, Email: fauzierachman20@gmail.com

<sup>5</sup> National Research and Innovation Agency, Jakarta, Indonesia, Email: fair002@brin.go.id

<sup>6</sup> University of Muhammadiyah Prof. DR. HAMKA, Jakarta, Indonesia, Email: deasy\_wh@uhamka.ac.id

as survival or exploration exercises, the younger generation is not only trained to face threats physically but also internalize relevant nationalist values.

In a broader context, character education also plays a key role in strengthening national defense. Burdette (1942) and Bryson (1941) both emphasized the importance of building a disciplined, responsible, and committed character to the nation as a basic element of the country's defense system. Learning that integrates values such as honesty, solidarity, and love for the homeland can be started early through routine activities, such as flag ceremonies and teaching the history of the nation's struggle. Synergy between educational institutions, families, and communities is needed to create a collective awareness of the importance of national defense in the midst of cultural diversity and increasingly complex global challenges.

Local wisdom is a cultural heritage and a vital asset in building a strong national identity (Harianto et al., 2023). Values of local wisdom such as cooperation, solidarity, and responsibility towards the environment and community can be a foundation for building the spirit of national defense (Praja et al., 2020; Arsal et al., 2023). Through themes of local wisdom in teaching materials, students are expected to understand the language as a medium to love their culture and homeland (Wibawa & Awaliah, 2023).

The codification of local wisdom themes in Indonesian language teaching materials aims to integrate local cultural values into the learning content of the Indonesian language subject. This topic includes the preparation of teaching materials based on customs and traditions relevant to the daily lives of students in border areas. Thus, students can learn Indonesian while internalizing national values and local wisdom that can strengthen the spirit of national defense. This approach also aligns with the character education concept promoted by the Ministry of Education and Culture. Character education aims to develop ethical and moral values in students, including patriotism, responsibility, discipline, and integrity (Bestari, 2023; Williams et al., 2003). Integrating local wisdom into teaching materials can be an effective means of character education, especially in the context of building the spirit of national defense in border areas (Asrial et al., 2021; Pranata & Rudiwati, 2018).

To understand how this approach can be effective, it is essential to look at the moral and spiritual development of students, particularly at the high school/vocational school level. This development is very important in border areas such as North Kalimantan. According to Zuchdi (2023), students aged 10-17 are at the conventional stage of moral development. This development includes an orientation towards actions that please others and adherence to rules and laws. Furthermore, Piaget's theory of intellectual development shows that high school/vocational school students are at the formal operational stage, where they can think abstractly and systematically in solving problems (Marinda, 2020).

Education in border areas also faces challenges in maintaining the spirit of nationalism amidst ethnic, social, cultural, religious, and linguistic diversity. According to John Armstrong and Anthony Smith, ethnicity and nationalism involve cultural practices that define groups in binary opposition to other groups. Ethnicity is understood as an organic community where social, cultural, religious, and ideological practices merge into group self-definition and validation (O'Brien, 1996). Therefore, the codification of local wisdom themes in Indonesian language teaching materials is a strategic step that can significantly contribute to building the spirit of national defense in border areas.

Research topics related to teaching materials based on local wisdom to foster nationalism and national defense in border areas have not been widely explored by previous researchers. Asrial et al. (2021) found that teaching materials based on local wisdom foster environmental care character. Dewi & Ramadan (2021) developed valid thematic teaching materials based on Riau's local wisdom for fourth-grade students. Wulandari et al. (2020) showed that the integration of Javanese local wisdom helps secondary school students understand the material more easily. Rosala & Budiman (2020) explored local wisdom-based dance learning for character development.

The literature on the integration of local wisdom in learning shows that this approach plays an important role in building character and enriching the learning experience of students. Albantani and Madkur (2018) emphasized the importance of the "think globally, act locally" strategy in foreign language teaching in

Indonesia by adapting local wisdom to make learning more relevant and contextual. Sakti et al. (2024) through an ethnopedagogical approach show that the revitalization of local wisdom can strengthen character education, even from the preschool level, by integrating local cultural values in learning activities. Damayanti and Nurgiyantoro (2018) also found that the use of Sundanese pupuh as a teaching material contains educational character values such as honesty, cooperation, and respect that are relevant for strengthening students' character. Furthermore, Septiari and Muryati (2024) highlighted the potential of local wisdom in teaching Indonesian language and literature in the VUCA (Volatility, Uncertainty, Complexity, Ambiguity) era, by utilizing traditional culture to foster national identity and student creativity. These studies confirm that local wisdom is not only a cultural asset, but also a strategic element in supporting contextual and value-based education.

Research on national defense education also highlights the importance of innovative approaches in shaping the spirit of nationalism and love for the homeland at various levels of education. Liu (2020) introduced the "5331" defense education model in vocational colleges that focuses on the integration of contemporary core values to build students' character through motivation relevant to the needs of the times. Flemming (1960) highlighted the philosophy and purpose of the *National Defense Education Act*, which was designed to strengthen science, technology, and citizenship education as the cornerstone of national defense. Rahmat (2024) emphasizes the importance of national defense education in building the nationalism attitude of the millennial generation through approaches that are in accordance with their characteristics, such as technology and social media. Meanwhile, Skelly (2010) shows that international education can expand global engagement and support the development of global civil society, which indirectly also strengthens cross-cultural understanding and the spirit of unity in the midst of diversity. This perspective emphasizes that national defense education needs to be designed dynamically to address global challenges and the needs of the younger generation.

Additionally, Irawatie et al. (2019) emphasized the importance of character education based on local wisdom in the spirit of national defense through Pancasila and Citizenship Education. Udayani & Sriyati (2020) developed teaching materials based on Balinese local wisdom for environmental conservation in high schools. Sari et al. (2020) developed teaching materials based on ethnobotanical local wisdom in Temedak forest. Fuad et al. (2020) examined the local wisdom of pepaccur as Indonesian literature teaching material that teaches the values of cooperation and simplicity. Anggraeni & Ratnaningsih (2020) developed BIPA (Indonesian for Foreign Speakers) teaching materials based on local wisdom for foreign learners.

Although these studies have demonstrated the effectiveness of integrating local wisdom into various subjects and geographical contexts, their relevance becomes even more critical in a globalized world where cultural homogenization and external influences pose significant challenges. However, there has been no specific research addressing the codification of local wisdom themes in Indonesian language teaching materials to foster the spirit of national defense, particularly in border areas. These regions often serve as entry points for foreign cultural infiltration and face unique threats, making the development of contextually relevant educational materials essential. By integrating local cultural values, this study seeks to bridge the gap by creating Indonesian language teaching materials that not only preserve local wisdom but also strengthen the spirit of national defense, thereby equipping students to navigate global influences while maintaining their national identity.

## Method

### *Research Design*

This study employed a qualitative approach to explore how local wisdom can be effectively integrated into Indonesian language teaching materials and how it contributes to fostering the spirit of national defense in border areas. The qualitative method was chosen for its ability to provide a deep understanding of cultural values and their educational applications in specific contexts.

### *Data Collection Techniques*

- *Interviews*  
Interviews were conducted with key stakeholders, including teachers, education experts, and local community leaders. These interviews aimed to gather diverse perspectives on the relevance and applicability of local wisdom in teaching materials. The participants provided insights into cultural practices, traditions, and values that could support the development of national defense attitudes in students.
- *Documentation*  
Documentation analysis focused on reviewing historical literature, folklore, and other library resources to identify various forms of local wisdom relevant to the border areas. This process allowed researchers to compile a comprehensive list of cultural elements and values that align with the objectives of national defense education.

### *Data Analysis Techniques*

Thematic analysis was employed to process and interpret the collected data, following the framework of Miles and Huberman (1994):

- *Data Reduction*  
Data reduction involved organizing, selecting, and simplifying the raw data to focus on key findings. Irrelevant or redundant information was excluded to ensure clarity and manageability during analysis.
- *Data Display*  
The reduced data were systematically presented in tables and charts to identify recurring themes, patterns, and relationships. This visual representation helped facilitate deeper analysis and cross-referencing of the data.
- *Conclusion Drawing and Verification*  
Conclusions were drawn based on the identified themes and patterns. To ensure the validity and reliability of these conclusions, the findings were rechecked and verified with the research participants. This step ensured that the interpretations were accurate and reflective of the data.

### *Ensuring Data Validity and Reliability*

To enhance the credibility of the findings, the study employed **source triangulation**. This involved cross-verifying data from multiple sources, such as interview participants and documented materials. By comparing and corroborating different perspectives, the study ensured the consistency and reliability of its results.

### *Research Ethics*

All participants were informed about the purpose of the study and their rights to confidentiality. Written consent was obtained before conducting interviews, ensuring ethical compliance throughout the research process.

This comprehensive methodological approach allowed the study to achieve a nuanced understanding of how local wisdom can be integrated into teaching materials, contributing to the development of students' national defense attitudes in border areas.

## Findings and Discussion

Based on the results of the study about content values local wisdom and values defend the existing country in type tradition North Kalimantan Community so can describe several findings related to codification theme very much can developed for made as base development Indonesian language teaching materials, namely as follows.

**Table 1. Codification of Local Wisdom and National Defense Values"**

Tribal name	Type tradition	The value of wisdom local	The value of defending the country	Theme available teaching materials developed
<b>Buginese Sebatik North Kalimantan</b>	<i>Mappacci</i>	Preparation physical and mental for entering life home ladder	Love of the Motherland	Strengthening Identity National, resilience culture and national defense
	<i>Tudang Sipulung</i>	Deliberate in solving problem	Awareness Nationality	Formation Character and Morals
	<i>Maccera Tasi</i>	Give thanks and pray to Almighty God one	Love of the Motherland	Education and Socialization
	<i>Mappadendang</i>	Be grateful, pray, and work together	Willing Sacrifice	Education and Socialization
<b>Tidung North Kalimantan</b>	Ceremony Custom <i>Batimbang</i>	Notice the health child since the early	Awareness Nationality	Strengthening Identity National
	Ceremony Custom <i>Balang Bembang</i>	Create an atmosphere quiet, safe, and comfortable from various disorders and diseases	Love of the Motherland	Formation Character and Morals
	Tradition <i>Badewa</i>	Respect the ancestors and pray ...	Believe in Pancasila	Character and Morals
	<i>Iraw Tengkeyu</i>	Conserve art and creativity	Love of the Motherland	Formation Character and Morals
<b>Tradition North Kalimantan Dayak Tribe</b>	Ceremony Custom <i>Tivab</i>	Respect to corpse	Believe in Pancasila	Formation Character and Morals
	Ceremony Custom <i>Hudoq</i>	Pray and be grateful for grace welfare from the results harvest	Love of the Motherland	Strengthening Identity National
	Ceremony Custom <i>Belian</i>	Always guard health, peace, and tranquility	Willing Sacrifice	Formation Character and Morals
	Ceremony Custom <i>Lalut Inner</i>	Respect and entertain a visitor	Awareness Nationality	Formation Character and Morals

*Local Wisdom Themes in Indonesian Language Teaching Materials to Foster the Spirit of National Defense in Border Areas*

In educational activities in border areas, it is essential to install the spirit of national defense and strengthen national identity among students. One effective approach is to integrate local wisdom into Indonesian language teaching materials. Local wisdom encompasses traditions, values, and cultural practices passed down through generations. This integration not only helps students understand and appreciate their cultural heritage but also builds a sense of nationalism and love for their homeland.

Strengthening national identity through local wisdom can teach values such as unity, cooperation, and simplicity. These values are crucial in shaping students' character to be disciplined, responsible, and concerned about the common good. By learning and practicing local wisdom, students are expected to better understand their role in maintaining and protecting national sovereignty.

The following are some traditions from various ethnic groups in East Kalimantan that can serve as a foundation for developing Indonesian language teaching materials to foster the spirit of national defense in border areas. These traditions will be implemented in lesson materials and classroom activities designed to strengthen national identity, shape character, and morals, and enhance student education and socialization.

*Strengthening National Identity*

Local wisdom can strengthen national identity by instilling values such as togetherness, mutual cooperation, and simplicity that contribute to a sense of nationalism and love for the homeland. Communities that preserve local traditions tend to show a strong sense of nationalism, demonstrating the effectiveness of local wisdom in maintaining the spirit of defending the country. By incorporating local wisdom and cultural values into the curriculum, students can connect with their heritage and develop a sense of belonging.

**Table 2. Lesson Plans Based on Traditional Ceremonies for Strengthening National Identity**

<b>Traditional Ceremony</b>	<b>Tribe (Region)</b>	<b>Lesson Material</b>	<b>Class Activities</b>
<b><i>Mappacci</i></b>	Bugis Sebatik (North Kalimantan)	<ul style="list-style-type: none"> <li>- Compiling a special chapter in the Indonesian language textbook for SMA/SMK about <i>Mappacci</i>.</li> <li>- Explanation of physical and mental preparation for married life.</li> <li>- Emphasis on love for the homeland and appreciation for local traditions.</li> </ul>	<ul style="list-style-type: none"> <li>- Discussion: Read and discuss <i>Mappacci</i> folktale.</li> <li>- Essay: Write about the tradition's impact on national identity.</li> </ul> <p>Presentation: Share essays with the class.</p>
<b><i>Batimbang Traditional Ceremony</i></b>	Tidung (North Kalimantan)	<ul style="list-style-type: none"> <li>- Compiling a module on children's health education through the <i>Batimbang Traditional Ceremony</i>.</li> <li>- Explanation of ceremony steps and its philosophical meaning.</li> </ul>	<ul style="list-style-type: none"> <li>- Diagram/Mind Map: Create about the importance of early childhood health.</li> <li>- Discussion: Discuss ways to maintain children's health and relevance of the ceremony in modern life.</li> </ul>
<b><i>Hudoq Traditional Ceremony</i></b>	Dayak (North Kalimantan)	<ul style="list-style-type: none"> <li>- Compiling a module on the <i>Hudoq Traditional Ceremony</i>.</li> <li>- Explanation of praying, being grateful for prosperity, and the</li> </ul>	<ul style="list-style-type: none"> <li>- Poetry/Reflective Writing: Create a poem or reflective writing on gratitude.</li> </ul>

		philosophical meaning behind the ceremony.	- Discussion: Discuss the importance of gratitude and its application in daily life.
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Table 2 outlines a lesson plan focused on strengthening national identity through the introduction and understanding of traditional ceremonies in North Kalimantan. This table includes three traditional ceremonies: *Mappacci* from the Bugis Sebatik tribe, the *Batimbang* ceremony from the Tidung tribe, and the *Hudoq* ceremony from the Dayak tribe. Each ceremony is incorporated into the curriculum as a special chapter or module that explains the steps of the ceremony, its philosophical values, and its connection to national values such as love for the homeland and gratitude. Additionally, the table outlines class activities, including discussions, essay writing, diagram creation, and presentations, aimed at enhancing students' understanding of how local wisdom can reinforce national identity.

### *Character and Moral Development*

Local Wisdom Values Contribute to Character and Moral Development Aligned with the Principles of National Defense. For example, values such as respect for parents and leaders, social responsibility, and environmental awareness are part of local wisdom that indirectly supports national defense efforts. These values shape individuals who are disciplined, responsible, and concerned with common interests, all of which are essential elements in national defense.

**Table 3. Lesson Plans Based on Traditional Ceremonies for Character and Moral Development**

<b>Traditional Ceremony</b>	<b>Tribe (Region)</b>	<b>Lesson Material</b>	<b>Class Activities</b>
<b><i>Tudang Sipulung</i></b>	Bugis Sebatik (North Kalimantan)	<ul style="list-style-type: none"> <li>- Teach the values of cooperation and collaboration through the <i>Tudang Sipulung</i> tradition.</li> <li>- Explain how community meetings help solve problems within the community.</li> </ul>	<ul style="list-style-type: none"> <li>- Simulated Meeting: Students conduct a simulated meeting to solve a class problem.</li> <li>- Discussion: Discuss the importance of deliberation in everyday life.</li> </ul>
<b>Belian Ceremony</b>	Dayak (North Kalimantan)	<ul style="list-style-type: none"> <li>- Develop a module on the importance of health and tranquility through the Belian ceremony.</li> <li>- Explain the steps and philosophical meanings of the ceremony.</li> </ul>	<ul style="list-style-type: none"> <li>- Discussion: Hold a discussion on the meaning and philosophy of the Belian ceremony.</li> <li>- Presentation: Create presentations on maintaining health and tranquility.</li> </ul>
<b><i>Balang Bangkudang</i> Ceremony</b>	Tidung (North Kalimantan)	<ul style="list-style-type: none"> <li>- Develop a textbook chapter on the <i>Balang Bangkudang</i> ceremony and its role in creating a calm, safe, and comfortable atmosphere.</li> <li>- Explain steps and philosophical meanings.</li> </ul>	<ul style="list-style-type: none"> <li>- Essay/Short Story: Write about the importance of creating a safe and comfortable environment.</li> <li>- Discussion: Discuss ways to create a peaceful atmosphere.</li> </ul>
<b><i>Lalut Batin</i> Ceremony</b>	Dayak (North Kalimantan)	<ul style="list-style-type: none"> <li>- Develop a chapter on the <i>Lalut Batin</i> ceremony for the Indonesian language textbook.</li> <li>- Explain how this tradition reflects respect and hospitality towards guests.</li> </ul>	<ul style="list-style-type: none"> <li>- Drama/Sketch: Create a drama or sketch depicting the <i>Lalut Batin</i> ceremony.</li> <li>- Discussion: Discuss the importance of hospitality and its application in daily life.</li> </ul>

Table 3 outlines a lesson plan focused on character and moral development through the introduction of traditional ceremonies in North Kalimantan. This table includes four traditional ceremonies: *Tudang Sipulung* from the Bugis Sebatik tribe, the Belian ceremony from the Dayak tribe, the *Balang Bangkudang* ceremony from the Tidung tribe, and the *Lalut Batin* ceremony from the Dayak tribe. Each ceremony is incorporated into the curriculum as a module or special chapter that teaches values such as cooperation, social responsibility, and environmental awareness, all of which contribute to students' character and moral development in line with the principles of national defense. The table also details classroom activities such as simulated meetings, discussions, essay writing, presentations, and the creation of dramas or sketches, all designed to deepen students' understanding of how local wisdom can shape individuals who are disciplined, responsible, and concerned with the common good.

#### *Education and Socialization*

Traditional practices within communities carry significant philosophical, educational, and social meanings, contributing to the preservation of cultural heritage and social cohesion. Participation in rituals and traditional festivals allows individuals to internalize social norms, values, and behaviors while emphasizing the importance of togetherness, cooperation, and social responsibility. These activities serve as mediums for learning and sharing knowledge, fostering social bonds, and enhancing a sense of unity among community members.

**Table 4. Lesson Plans Based on Traditional Ceremonies for Education and Socialization**

<b>Traditional Ceremony</b>	<b>Tribe (Region)</b>	<b>Teaching Material</b>	<b>Class Activities</b>
<b><i>Maccera Tasi</i></b>	Bugis Sebatik (North Kalimantan)	<ul style="list-style-type: none"> <li>- Develop a chapter explaining <i>Maccera Tasi</i> in Indonesian language textbooks.</li> <li>- Describe how this tradition involves gratitude and prayer linked to patriotism and cultural resilience.</li> </ul>	<ul style="list-style-type: none"> <li>- Poetry/Reflective Writing: Create poetry or reflective essays about gratitude and human connection with nature.</li> <li>- Discussion: Discuss the importance of gratitude in daily life.</li> </ul>
<b><i>Mappadandang</i></b>	Bugis Sebatik (North Kalimantan)	<ul style="list-style-type: none"> <li>- Develop a chapter highlighting <i>Mappadandang</i> in Indonesian language textbooks.</li> <li>- Explain how this tradition reflects values of gratitude, prayer, and cooperation, linked to self-sacrifice.</li> </ul>	<ul style="list-style-type: none"> <li>- Drama/Sketch: Create a drama or sketch depicting <i>Mappadandang</i> and the value of cooperation.</li> <li>- Discussion: Discuss the importance of cooperation in daily life.</li> </ul>

Table 4 outlines a lesson plan focused on understanding education and socialization through traditional ceremonies in North Kalimantan. This table includes two traditional ceremonies: *Maccera Tasi* and *Mappadandang* from the Bugis Sebatik tribe. Each ceremony is incorporated into the curriculum as a special chapter that explains the significance of these traditions, such as gratitude, prayer, and cooperation, and how these values are linked to patriotism, cultural resilience, and self-sacrifice. The table also details classroom activities designed to help students internalize social norms and traditional values, including reflective poetry writing, creating dramas or sketches, and discussions emphasizing the importance of gratitude and cooperation in everyday life.

#### *Cultural Resilience and National Defense*

The preservation of local cultural heritage plays a crucial role in enhancing national resilience against negative foreign cultural influences. This cultural resilience protects traditional values and fosters a sense of pride and national identity, ultimately strengthening the spirit of national defense. Integrating elements

of local culture into Indonesian language teaching materials can effectively enhance cultural resilience among students in border areas, helping them maintain their cultural identity amidst globalization.

**Table 5. Lesson Plans Based on Traditional Ceremonies for Cultural Resilience and National Defense**

Traditional Ceremony	Tribe (Region)	Teaching Material	Class Activities
<i>Iraw Tenggayu</i>	Tidung (North Kalimantan)	<ul style="list-style-type: none"> <li>- Utilize materials to teach about the <i>Iraw Tenggayu</i> ceremony.</li> <li>- Explain the steps of the ceremony and its philosophical significance in preserving local arts and creativity.</li> </ul>	<ul style="list-style-type: none"> <li>- Art Project: Create projects inspired by <i>Iraw Tenggayu</i>, such as a short drama performance or a short story.</li> <li>- Discussion: Discuss the importance of art and creativity in preserving culture.</li> </ul>
<i>Tradisi Badewa</i>	Tidung (North Kalimantan)	<ul style="list-style-type: none"> <li>- Teach about honoring ancestors and praying through the <i>Badewa</i> Tradition.</li> <li>- Explain the steps of the ceremony and its philosophical significance.</li> </ul>	<ul style="list-style-type: none"> <li>- Story/Sketch: Write stories or sketches depicting respect for ancestors and the importance of prayer.</li> <li>- Discussion: Discuss respecting ancestors and its relevance in daily life.</li> </ul>
<i>Upacara Adat Tiwah</i>	Dayak (North Kalimantan)	<ul style="list-style-type: none"> <li>- Teach about respecting the deceased through the <i>Tiwah</i> Ceremony.</li> <li>- Explain the steps of the ceremony and its philosophical significance.</li> </ul>	<ul style="list-style-type: none"> <li>- Essay/Story: Write essays or stories about the importance of respecting the deceased and the values of Pancasila.</li> <li>- Discussion: Discuss ways to honor the deceased in daily life.</li> </ul>

Table 5 outlines a lesson plan focused on strengthening cultural resilience and national defense through traditional ceremonies in North Kalimantan. This table includes three traditional ceremonies: *Iraw Tenggayu* and *Tradisi Badewa* from the Tidung tribe, and the *Tiwah* Ceremony from the Dayak tribe. Each ceremony is utilized as teaching material in the form of modules that explain the steps and philosophical significance of the ceremonies, aiming to preserve art, creativity, respect for ancestors, and honoring the deceased. The designed classroom activities include art projects, story or sketch writing, essay writing, and discussions that emphasize the importance of art, creativity, respect for ancestors, and Pancasila values. These activities are intended to strengthen students' cultural resilience and national defense spirit, particularly in border areas, to help maintain cultural identity amidst globalization.

By integrating local wisdom and national defense values into Indonesian language teaching materials, students in the border areas of North Kalimantan can better understand the importance of protecting national sovereignty. This holistic educational strategy fosters patriotism while equipping students with the knowledge and values needed to contribute positively to the defense and integrity of the nation. Therefore, codifying local wisdom themes in Indonesian language teaching materials can make a significant contribution to building the spirit of national defense in border areas.

## Discussion

Codification of Themes on National Defense-Based Local Wisdom Values for Developing Indonesian Language Teaching Materials in Indonesia's Border Regions The codification of themes on national defense-based local wisdom values that can serve as a foundation for developing Indonesian language teaching materials in Indonesia's border regions focuses on strengthening national identity. Local wisdom, as highlighted in various studies (Taqwilawaty et al., 2024; Usman & Ibrahim, 2023; Koopman, 2023; Sarwono et al., 2023), plays a fundamental role in reinforcing national identity through values such as unity, cooperation, and simplicity, which contribute to a sense of nationalism and love for the homeland. This theme demonstrates that communities preserving local traditions tend to exhibit a strong sense of nationalism, showing the effectiveness of local wisdom in maintaining the spirit of national defense. By incorporating local wisdom and cultural values into the curriculum, students can connect with their heritage and develop a sense of belonging. This approach aligns with educational theories emphasizing the importance of contextual relevance in learning, as stated by Garnier et al. (2012), that teaching materials should not only focus on language skills but also embed historical and cultural elements relevant to students' daily lives.

The next codification theme is character and moral formation. Local wisdom values also contribute to character and moral formation aligned with the principles of national defense. For instance, values such as respect for parents and leaders, social responsibility, and environmental awareness are part of local wisdom that indirectly supports national defense efforts. These values shape individuals who are disciplined, responsible, and concerned with common interests, all of which are essential elements in national defense. Local wisdom, as seen in various studies (Arifin et al., 2024; Lasari, 2024; Ramadhani et al., 2024; Wuwur et al., 2023), forms individuals with strong character traits aligned with national defense principles. Values such as respecting parents and leaders, social responsibility, and environmental awareness are embedded in local wisdom and indirectly support national defense efforts. These values foster disciplined and responsible individuals.

The next theme that can be developed in the creation of Indonesian language teaching materials based on local wisdom and national defense values is education and socialization. Traditional practices in communities have significant philosophical, educational, and social meanings, contributing to the preservation of cultural heritage and social cohesion. Participation in traditional ceremonies and festivals, as highlighted in various studies (Kovalskyi, 2022; Tamami & Herdiyansyah, 2022; Adekola & Egbo, 2016; Omarova, 2022; Wahyudi et al., 2018), allows individuals to internalize social norms, values, and behaviors while emphasizing the importance of togetherness, cooperation, and social responsibility. These activities serve as a medium for learning and sharing knowledge collectively, fostering social bonds, and enhancing a sense of unity among community members. By engaging in community traditions, individuals not only uphold their cultural identity but also strengthen their community structure through mutual understanding and respect.

Through the integration of local wisdom and national defense values into Indonesian language teaching materials, students in border areas can better understand the importance of protecting national sovereignty. Studies show that such an approach leads to increased student understanding of defense principles, a heightened awareness of national identity, and greater motivation and active participation in learning activities (Baderiah & Munawir, 2024; Yoga et al., 2024; Fatimah et al., 2024; Diah et al., 2023; Firda et al., 2023). This holistic educational strategy not only fosters a sense of patriotism but also equips students with the knowledge and values necessary to contribute positively to national defense and integrity.

The next theme in codifying local wisdom and national defense values for developing Indonesian language teaching materials is cultural resilience and national defense. Preserving local cultural heritage plays a role in enhancing national resilience against negative foreign cultural influences, as highlighted in various studies (Chen et al., 2024; Lu et al., 2024). This cultural resilience not only protects traditional values but also fosters a sense of pride and national identity, ultimately strengthening the spirit of national defense. By prioritizing strategies such as building green landscapes, promoting traditions, and organizing cultural activities based on local knowledge, communities can strengthen their capacity for tourism and regional development (Chen et al., 2024).

Integrating local cultural elements into Indonesian language teaching materials can effectively enhance cultural resilience among students in border areas, helping them maintain their cultural identity amidst globalization (Indriani et al., 2024). By incorporating the spirit of national defense into educational resources, students can better understand, appreciate, and protect their cultural heritage, in line with research findings that culture-based education fosters increased cultural awareness and local identity (Setiawan, 2023). This approach not only enriches the learning experience by promoting intercultural interaction (Setiawan, 2023) but also contributes to preserving traditional culture and enhancing cultural competence among the younger generation (Indriani et al., 2024). Such efforts are crucial in ensuring the continuity and vitality of Indonesia's diverse cultural heritage, especially in areas facing external influences and challenges (Indriani et al., 2024).

## Conclusion

Efforts to cultivate the spirit of national defense through Indonesian language teaching materials based on local wisdom represent a strategic approach to addressing the challenges posed by globalization, which increasingly erodes national cultural identity. By integrating local values rich in meaning and tradition, the learning process becomes not only more contextual and relevant but also fosters a strong sense of patriotism among the younger generation. The application of local wisdom in Indonesian language teaching materials reflects Indonesia's cultural wealth and encourages students to better understand, appreciate, and preserve this cultural heritage. In the long term, this approach will develop individuals who are not only academically proficient but also possess strong character, broad perspectives, and a nationalist spirit.

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