



Optimizing the Early Childhood Education Curriculum by Incorporating Local Wisdom for Holistic Development

Elia

Sekolah Tinggi Ilmu Tarbiyah (STIT) Syekh Burhanuddin Pariaman

*elia.paud@gmail.com

ABSTRACT

This research aims to optimize the Early Childhood Education (ECE) curriculum by incorporating local wisdom values to support holistic education. This approach is designed to create an educational program that not only focuses on academic aspects but also on character building, as well as the socio-cultural and emotional development of children. The research method used is qualitative, with a case study approach in several ECE institutions in Pariaman City that have implemented local wisdom values in their curriculum. Data were collected through observation, in-depth interviews, and curriculum document analysis. The results show that the integration of local wisdom values in the ECE curriculum is effective in increasing the sense of community, mutual respect, and cultural understanding among children. In addition, this approach also supports the development of more balanced cognitive and emotional aspects. In conclusion, a local wisdom-based curriculum has great potential to support holistic education in early childhood. For future studies, further research is recommended to examine the effectiveness of this curriculum model in various regions and cultural groups to enrich the variety and increase understanding of the implementation of local wisdom in the context of holistic education in Indonesia.

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INTRODUCTION

Early Childhood Education (ECE) plays an important role in character formation and serves as the foundation for overall child development. In Indonesia, early childhood education is a major concern because the early childhood phase is considered a critical period for children's cognitive, social, emotional, and physical development. According to the existing literature, quality early childhood education can have a long-term positive

impact, both in the academic realm and in psychological and social aspects (Herlambang, 2019; Berk, 2019; NAEYC, 2018). In the Indonesian context, education that emphasizes the values of local wisdom is a key to building a generation that is not only academically intelligent but also has strong character and deep cultural understanding (Maryani & Husna, 2024; Restu, 2022). However, although important, the application of local wisdom values in the ECE curriculum in Indonesia is still limited and not well-structured (Septiyana & Hastomo, 2023).

The importance of this research is based on several reasons related to gaps in the existing literature and implementation. Although important, the study of the integration of local wisdom values in the ECE curriculum is still limited. Several studies highlight the importance of character education from an early age through cultural understanding, such as in a study by Subandi and Suryani (2019) and Vernia (2023), which emphasizes that local wisdom can help children understand values such as mutual cooperation, respect for parents, and tolerance. However, this research has not reached practical application in a comprehensive ECE curriculum. Most early childhood education institutions in Indonesia still adopt a standard curriculum approach that is not always relevant to the local cultural context. In fact, local wisdom values that include habits, traditions, and social norms can be a fundamental basis for developing children's character holistically (Fatimah & Santoso, 2020; Nurhayati & Rahmat, 2023).

The concept of holistic education emphasizes the overall development of children, including cognitive, affective, and psychomotor aspects. However, the literature on holistic education based on local wisdom in Indonesia is still limited. Several studies abroad show the importance of a culture-based education approach in developing children's social understanding and self-identity (Efendi, 2021; Banks, 2020). In Indonesia, literature on holistic education based on local wisdom is still minimal, and there is no clear curriculum guide that integrates cultural values into learning activities. This shows that there is a gap in the literature that needs to be filled to provide guidance for educators in implementing local wisdom values effectively in the ECE curriculum.

In the era of globalization, local culture is often eroded by the entry of foreign cultures through mass media and technology. This raises concerns about the fading of cultural values among the younger generation. By integrating local wisdom values into the ECE curriculum, it is hoped that children can grow up with a strong understanding of their cultural identity and be able to balance global and local influences. Several studies show that children who have a good cultural understanding tend to have stronger self-identities and are better able to deal with social pressures (Gutiérrez & Rogoff, 2023; Koswara & Mulyani, 2024). In this context, the ECE curriculum based on local wisdom has become very relevant to equip children in facing the challenges of globalization while still adhering to their cultural values.

This research is also important to contribute to improving the quality of early childhood education in Indonesia. So far, attention to the quality of ECE in Indonesia has focused more on technical aspects such as the completeness of infrastructure and the

improvement of educator competence. However, the curriculum aspect based on local wisdom has not become a priority. In fact, a curriculum that integrates local cultural values has great potential to improve the quality of early childhood education by providing a more relevant and meaningful learning experience for children. Therefore, this study aims to explore how local wisdom can be integrated into the ECE curriculum to create a more holistic and contextual education.

The primary purpose of this study is to optimize the ECE curriculum by incorporating local wisdom values to support holistic education. Holistic education not only aims to develop children's cognitive abilities but also addresses affective, social, and cultural aspects. Through this research, it is expected to identify a ECE curriculum model that accommodates local wisdom values as an integral part of character building and socio-cultural education for children. Specifically, the study aims to identify relevant local wisdom values that can be integrated into the ECE curriculum, develop a curriculum model that supports holistic education by incorporating these values, and evaluate the effectiveness of implementing local wisdom in improving character and cultural understanding in early childhood.

This research holds significant importance for the development of early childhood education in Indonesia. First, it is anticipated to contribute to creating a more meaningful and culturally relevant ECE curriculum, aligning with local cultural values. Second, it is expected to provide practical guidance for early childhood educators and program managers to effectively integrate local wisdom values into daily learning activities. Third, the results can serve as a basis for policymakers in formulating more inclusive and culturally sensitive early childhood education policies. By fostering a curriculum rooted in local wisdom, children are expected to grow with a strong understanding of their cultural values and develop character aligned with Indonesia's noble values. A holistic and local wisdom-based education model can produce a generation that is not only intelligent but also resilient, independent, and culturally grounded.

Overall, this research aims to contribute to the development of a more inclusive, contextual, and holistic early childhood education curriculum while enhancing the academic discourse on culture-based education in Indonesia. Key objectives include fostering a cultured character and understanding national values, ensuring inclusivity and cultural context in the curriculum, and supporting holistic education that promotes character formation. Positive impacts include improving academic literacy and creating a generation that is both intelligent and well-mannered.

From a theoretical perspective, holistic education emphasizes the comprehensive development of children, including cognitive, affective, social, and psychomotor domains. This approach helps children understand the world integratively, forming a strong foundation for character and life skills development (Miller, 2020; Pratiwi, 2021). Local wisdom, encompassing norms, traditions, and social values passed down through generations, is instrumental in shaping children's cultural identity and character (Geertz, 1973). This aligns with the principles of culturally responsive education, which

advocate for curriculum contextualization based on children's social and cultural environments (Gay, 2020).

LITERATURE REVIEW

Holistic education is an approach that focuses on the overall development of children, encompassing cognitive, affective, social, and psychomotor aspects. In early childhood education, a holistic approach helps children understand the world in a more integrative manner, providing a strong foundation for character formation and life skills (Miller, 2020; Pratiwi, 2021). Additionally, the concept of local wisdom serves as a foundation for integrating cultural values into the curriculum. Local wisdom, including norms, traditions, and social values passed down through generations, plays a significant role in shaping children's cultural identity and character (Geertz, 1973). This aligns with the culturally responsive education approach, which highlights the importance of contextualizing the curriculum within the social and cultural environment of children (Gay, 2020).

Holistic Education in Early Childhood Education

According to Miller (2020), holistic education helps children develop across multiple dimensions, including emotional, social, physical, and moral aspects. Research trends indicate that this approach improves children's social and emotional skills while reducing aggressive behaviors (Smith & Jimenez, 2019). In the Indonesian context, holistic education has been shown to address challenges in character building and instilling social values in early childhood (Pratiwi, 2021). Moreover, it prepares children for formal education by providing them with an adequate foundation in life skills (Sutiyono et al., 2022).

Education Based on Local Wisdom

Local wisdom, comprising customs, values, and traditions passed down through generations, is essential in education, particularly in culturally diverse nations like Indonesia. Research by Subandi and Suryani (2019) demonstrates that integrating local wisdom into the ECE curriculum helps children understand noble values, such as mutual cooperation, tolerance, and respect. Studies show that local wisdom fosters a strong cultural identity in children, which is crucial in addressing the challenges of globalization (Fatimah & Santoso, 2019).

Character Education and Cultural Identity in Early Childhood Education

Character education is a primary focus in early childhood education, especially in Indonesia, a country rich in cultural diversity. Cultural values instilled through character education in early childhood not only shape children's cultural identities but also enhance their social skills in a multicultural environment (Banks, 2020). Research trends suggest that children with a strong cultural understanding develop a

more robust self-identity and exhibit greater confidence in social interactions (Gutiérrez & Rogoff, 2023). Recent studies in Indonesia highlight that children equipped with character education based on local culture demonstrate higher tolerance, a deep understanding of other cultures, and the ability to interact effectively with individuals from diverse backgrounds (Mustakim, 2020; Wahyuni et al., 2020).

The literature supports the critical role of a holistic education approach that incorporates local wisdom in the ECE curriculum to develop intelligent, well-rounded children with strong cultural understanding. Integrating cultural values into early childhood education is a strategic response to the challenges of modernization and globalization while preserving cultural identity. This research aims to contribute to the existing body of literature and provide a robust theoretical foundation for developing an early childhood education curriculum in Indonesia.

METHOD

Research Design

This study uses a qualitative approach with a case study method to understand and explore the integration of local wisdom values in the Early Childhood Education (ECE) curriculum in Pariaman City. The focus of this research is to identify the cultural values applied in the early childhood education curriculum, understand their influence on child development, and evaluate the effectiveness of a holistic, culture-based education approach. The research was conducted over three months, from September–November 2024, which is considered sufficient to collect data through direct observation, in-depth interviews, and analysis of curriculum documents from the selected early childhood schools.

Population

The data for this research were collected from four ECE schools located in Pariaman City, West Sumatra, which have made efforts to integrate local wisdom values into their curriculum. These schools include TK IT Mutiara, which has 65 students and is known for its focus on character development based on local religious and cultural values; Cahaya Hafidzah Kindergarten, with 12 students, which prioritizes Qur'an memorization and social values such as mutual cooperation and empathy; Sayang Ibu Kindergarten, with 65 students, which emphasizes traditional values in learning, such as manners, respect for parents, and tolerance; and Character Development Kindergarten, with 10 students, which focuses on character education based on local culture, including the values of simplicity and togetherness. The selection of these schools is based on variations in size, educational approach, and the local wisdom applied in their curriculum, allowing for a more comprehensive picture of the application of local wisdom values in early childhood education.

Data Collection

Data were collected through several methods. First, participatory observation was conducted, where the researcher directly observed learning activities in the classroom to see firsthand how local wisdom values were applied in daily activities. Observations were carried out at specific times, particularly during activities involving social interaction and games that contained cultural values. Second, in-depth interviews were conducted with teachers, principals, and parents to gain their perspectives on the application of local wisdom values in learning. These interviews also explored their understanding of the importance of culture-based education in shaping children's character. Finally, a document study was conducted, analyzing the syllabus, lesson plans, and teaching materials used by the teachers to determine the extent to which the curriculum reflects the values of local wisdom.

Data Analysis

Data obtained from observations, interviews, and documents are collected, encoded, and categorized to facilitate analysis. Each piece of data is categorized based on the main themes related to the values of local wisdom, such as mutual cooperation, simplicity, respect for parents, and tolerance. Data coding is done manually to identify patterns and relationships between categories that emerge in the data.

Data analysis is carried out descriptively with an interpretive approach. The steps of data analysis are as follows: First, data reduction takes place, where the collected data is filtered to retain only the relevant information according to the research focus. Irrelevant data are set aside, while appropriate data are classified into thematic categories. Second, the reduced data are presented in the form of tables and narrative descriptions to make it easier for researchers to identify emerging patterns and trends. This presentation is also accompanied by excerpts from interviews and observation results as illustrations. Finally, conclusions are drawn based on the patterns that emerge from the analyzed data, which are reinforced by integrating the results from observations, interviews, and document analysis.

To ensure the validity of the data, this study uses the triangulation method by comparing the results of observations, interviews, and curriculum documents. Data triangulation aims to confirm data consistency and reduce bias from each data collection method (Hastomo et al., 2024). Mutually supportive data from various sources are considered to have strong validity, while conflicting data are further analyzed to understand the differences that occur.

Research Ethics

During the research process, the researchers ensure the confidentiality of students' personal data and obtain permission from both the school and parents. The researchers also uphold ethical principles in educational research by maintaining the comfort and trust of the participants. With this approach, it is hoped that the research

will provide a comprehensive understanding of the application of local wisdom in the ECE curriculum and its effects on the holistic development of children.

RESULTS AND DISCUSSION

Result

This study examines the application of local wisdom values in the Early Childhood Education (ECE) curriculum in Pariaman City, with the goal of supporting holistic education for children. Based on data analysis from observations, interviews, and document studies conducted in four ECE schools, several key themes emerged that align with the research objectives. These findings are explained thematically, based on the values of local wisdom applied, their influence on child development, and the challenges faced during implementation.

1. The Value of Mutual Cooperation in Daily Activities

The value of mutual cooperation is one of the most widely applied aspects of local wisdom in teaching and learning activities at ECE in Pariaman City. Observations across the four schools—Mutiara IT Kindergarten, Cahaya Hafidzah Kindergarten, Sayang Ibu Kindergarten, and Bina Karakter Kindergarten—revealed that teachers actively encourage children to work together in various activities. For instance, children participate in activities such as cleaning classrooms, arranging toys, and setting up the dining table together. These activities aim to instill values of togetherness and helping each other from an early age. Teachers at Sayang Ibu Kindergarten explained that these mutual cooperation activities help children understand the importance of teamwork and working toward common goals. One teacher stated, "Through this activity, the children are taught that everyone has a role, and cooperation is the key to achieving a common goal." The findings showed that the children displayed high enthusiasm and began to develop an awareness of togetherness, which strengthened their social relationships and contributed to a harmonious learning environment.

2. Application of the Value of Simplicity in Daily Life

Simplicity is another important value in the curriculum based on local wisdom in ECE. In activities like eating together or during play, teachers at Mutiara IT Kindergarten and Bina Karakter Kindergarten emphasize the importance of using resources wisely and respecting existing facilities without excess. Children are taught to take only as much food as they need and to share with others. This not only fosters gratitude but also encourages children to lead a simple life and avoid greed. A teacher at Cahaya Hafidzah Kindergarten shared, "Children here are taught to be grateful for what they have, without feeling jealous of friends who have more." Observations indicated that these values fostered a sense of satisfaction and appreciation among children, helping them value what they have. The findings demonstrate that the value of simplicity not only serves as a social norm but also aids in the development of self-control and empathy in

children.

3. Respect for Parents and Teachers

Respect for parents and teachers is a core value in the ECE curriculum in Pariaman City. Children are taught to show respect to teachers and school staff in daily activities, with practices such as greeting and kissing teachers' hands each morning as a sign of respect. This activity is intended to instill respect from an early age and encourage good manners. A teacher at Mutiara IT Kindergarten explained, "Children who are accustomed to greeting and respecting their parents or teachers will usually appreciate others in their social environment more." Observations showed that children began demonstrating respect and courtesy toward teachers and peers, with the values of respect being effectively instilled in their character.

4. Learning the Value of Tolerance

In the schools studied, tolerance was promoted through play and learning activities that involved group cooperation. Teachers encouraged children to listen to one another's opinions, respect differences, and manage conflict. For example, at Sayang Ibu Kindergarten, children learned to respect each other's opinions during role-playing activities. Teachers at Cahaya Hafidzah Kindergarten emphasized the importance of tolerance, with one teacher stating, "Tolerance needs to be taught from an early age so that children can live harmoniously in a diverse society." Observations indicated that children showed empathy and willingness to share and cooperate with friends from different backgrounds, demonstrating that early childhood education can play a key role in fostering tolerance and reducing conflicts.

5. The Role of Culture-Based Education in Children's Character Development

The integration of local wisdom into the ECE curriculum significantly influences children's character development. From the analysis of interviews and observations, it is evident that culture-based education fosters discipline, responsibility, and empathy in children. For instance, at Bina Karakter Kindergarten, children are taught to be responsible for keeping their classrooms clean and organizing their toys. Teachers at Mutiara IT Kindergarten emphasized that character education based on local wisdom not only focuses on moral aspects but also supports children's social and emotional development. One teacher explained, "Children who are taught cultural values from an early age tend to appreciate others and their environment more." These findings indicate that culture-based character education helps children understand social norms and develop positive attitudes.

6. Obstacles and Challenges in the Implementation of Local Wisdom Values

Despite the many benefits of applying local wisdom values, teachers and schools face challenges in implementing this culture-based curriculum. One of the main

obstacles is the limited understanding of teachers regarding how to integrate cultural values into learning activities appropriate for early childhood. Some teachers at Cahaya Hafidzah Kindergarten and Sayang Ibu Kindergarten expressed a lack of clear guidelines on effective methods for teaching cultural values to young children. Another challenge is the varying levels of support from parents, some of whom prioritize academic development, such as reading and numeracy skills, over cultural values. Teachers at Bina Karakter Kindergarten noted, "Some parents are less supportive of culture-based activities because they think that formal education should focus on the academic aspect." This highlights the need for collaboration between schools and parents to raise awareness of the importance of culture-based education.

7. Efforts to Strengthen Holistic Education Based on Local Wisdom

To address these challenges, several ECE schools in Pariaman City have implemented innovative strategies to enhance the integration of local wisdom. For instance, teachers at Mutiara IT Kindergarten use folklore and traditional games to engage children in learning cultural values. Stories such as Malin Kundang and Si Kancil are used to convey moral messages and cultural values like obedience and wisdom. Additionally, schools have organized training sessions to increase teachers' understanding of the significance of local wisdom and how to teach it effectively. Some teachers reported that these trainings have been invaluable in developing relevant and contextual learning methods.

8. The Effectiveness of Education Based on Local Wisdom on Children's Holistic Development

The integration of local wisdom in education shows that this approach not only helps teach cultural values but also enriches children's holistic development. Based on observations and interviews, it was found that children exposed to culture-based education tend to display better social skills, such as sharing, empathy, and self-control. For example, children at Sayang Ibu Kindergarten demonstrate mutual help and respect during group activities, indicating that culture-based education has positively impacted their social and emotional growth. Overall, the study confirms that the application of local wisdom values in the ECE curriculum plays a crucial role in shaping children's character, providing a solid foundation for holistic education. With culture-based education, it is hoped that Indonesian children will grow into individuals with strong character, a clear cultural identity, and the ability to adapt to a diverse social environment.

9. Formation of Cultural Identity Through the Use of Local Languages

An interesting finding in this study is the role of local language in strengthening children's cultural identity in ECE. Some schools, such as Sayang Ibu Kindergarten and Cahaya Hafidzah Kindergarten, actively incorporate the regional language

(Minangkabau language) into daily conversations and learning activities. The use of the local language not only facilitates communication but also introduces and strengthens children's cultural identity from an early age. Observations indicate that children who are exposed to the local language at school develop a stronger sense of pride in their culture. One teacher at Sayang Ibu Kindergarten shared, "The children are becoming more sensitive to their cultural identity, and we see that they feel happy when they can speak in Minang with their friends." Furthermore, using the local language enriches children's vocabulary and helps them understand cultural concepts more easily. The application of the local language also supports overall language development, including vocabulary, comprehension, and speaking skills.

10. Teaching Religious Values Through Local Wisdom

Another key finding is that some ECE schools, such as Mutiara IT Kindergarten, integrate religious values alongside local wisdom in their daily activities. These religious practices, such as reciting prayers together, teaching Islamic verses, and performing worship in accordance with local traditions, help instill spiritual values in children from an early age. At Mutiara IT Kindergarten, for example, children begin each day by greeting and saying prayers together before starting lessons. Teachers at this school believe that combining religious education with local cultural values provides a strong spiritual foundation for children. One teacher stated, "The religious values we instill help children understand the importance of being kind to others and always being grateful." The integration of religious values with local wisdom has successfully increased children's spiritual awareness, as shown by their calmer attitudes and empathy in daily interactions.

11. The Role of Traditional Games in Character Formation and Motor Development

In addition to value-based learning, traditional games play a significant role in the ECE curriculum by helping develop character and improve motor skills. Games such as long poles, engklek, and catfish pegs are commonly used in play activities, particularly at Bina Karakter Kindergarten and Mutiara IT Kindergarten. These games are not only enjoyable but also teach children to work together, follow rules, and manage their emotions in the face of challenges. Teachers shared that traditional games help develop social skills, such as mutual respect and cooperation, and also improve gross motor coordination. Observations revealed that children participating in these games were more physically active and better able to express their emotions. One teacher at Bina Karakter Kindergarten remarked, "Children learn to control themselves and adapt to their friends through this game. We see them learning to support and encourage each other."

12. Development of Independent Attitude Through Daily Activities

At some early childhood education centers, daily activities are designed to foster

independence in children. For example, at Mutiara IT Kindergarten and Sayang Ibu Kindergarten, children are taught to tidy up their personal belongings, clean up food scraps, and help prepare materials for learning activities. Teachers guide children in these independent tasks in a fun, engaging way, such as through games or small competitions, so that children feel challenged and proud of their abilities. This approach helps children develop confidence and perseverance, as they learn to take responsibility for their actions. Observations showed that children who were accustomed to completing independent tasks displayed higher confidence and were better prepared to participate in formal learning activities in the future. One teacher stated, "Through this activity, children learn to be more independent and less reliant on adults. We want them to grow with confidence and the ability to take initiative."

13. Culture-Based Extracurricular Activities to Enrich Learning

Some ECE schools, such as Cahaya Hafidzah Kindergarten and Sayang Ibu Kindergarten, offer extracurricular activities designed to enrich children's learning experiences through local culture. These activities include visits to cultural sites, such as museums or traditional houses, as well as workshops in traditional arts like regional dance and music. These extracurricular activities aim to introduce children to the cultural heritage and history of their community and instill pride in their cultural identity. Observations showed that children were very enthusiastic about these activities and actively engaged in learning about local stories and traditions. One teacher at Sayang Ibu Kindergarten noted, "This activity helps children to experience their culture firsthand, not just hear or see it in books. We want them to know and be proud of their origins." Through culture-based extracurricular activities, children gain hands-on experience that strengthens their understanding of local wisdom and enhances their sense of belonging to their culture.

14. Collaboration with Parents to Support Education Based on Local Wisdom

One of the important findings is the need for collaboration between schools and parents to support education based on local wisdom. In all the schools studied, teachers revealed that parental involvement was highly influential in the success of culture-based learning programs. Schools such as Mutiara IT Kindergarten and Cahaya Hafidzah Kindergarten regularly hold meetings with parents to explain the importance of cultural values in children's education and to ask for parental support in strengthening learning at home.

In interviews, some teachers stated that actively engaged parents typically support their children by providing a home environment that aligns with the cultural values taught in school. For example, some parents reportedly often read folklore to their children at home or involve them in family traditions that reflect local wisdom values. Teachers observed that children who received this kind of support tended to develop a deeper understanding of the culture and remained consistent with their learning at

school.

One of the teachers at Mutiara IT Kindergarten said, "Collaboration with parents is very helpful in this culture-based teaching, because children can continue to practice what they learn at school when they are at home." This finding emphasizes the importance of synergy between schools and families in supporting holistic education based on local wisdom, ensuring that learning is more effective and sustainable.

From the findings above, it can be concluded that the application of local wisdom in the ECE curriculum in Pariaman City not only supports character education but also enriches children's holistic education as a whole. Values such as mutual cooperation, simplicity, respect, tolerance, and pride in local culture have proven to have a positive impact on shaping children's social attitudes and emotional skills. In addition, obstacles in the application of cultural values, such as lack of parental support and limited teacher resources, can be overcome through collaboration between schools and families and innovative approaches to learning activities.

Overall, ECE education based on local wisdom in Pariaman City provides a strong foundation for children to understand and appreciate their cultural identity while supporting the development of positive character traits and social skills. The results of this study provide empirical evidence supporting the importance of integrating cultural values in early childhood education and open opportunities for further development at the national education policy level.

Based on the findings of the research in four ECE schools in Pariaman City, several key categories related to the implementation of local wisdom values have been identified, including the values of mutual cooperation, simplicity, respect, tolerance, the use of local languages, religious values, traditional games, as well as the development of independent attitudes and collaboration between schools and parents..

Discussion

This discussion aims to analyze each finding more deeply by categorizing the application of values, comparing them with related literature, evaluating emerging obstacles, and offering a new approach model that can be used as a basis for developing an early childhood education curriculum based on local wisdom.

Based on Categorization

1. The Influence of Local Wisdom on Social and Emotional Aspects

The results of the research show that the values of local wisdom applied are divided into two main categories: social values and emotional values. Social values include mutual cooperation, respect, and collaboration, while emotional values include tolerance, simplicity, and an independent attitude. The use of local language and religious values, although they include both social and emotional aspects, primarily emphasize the formation of children's cultural identity.

The analysis shows that these social values are very effective in developing social

skills, such as the ability to cooperate, communicate, and respect others. On the other hand, emotional values help children with self-control, empathy, and fostering self-confidence. Thus, the application of these local wisdom values creates a balance between the development of social and emotional skills, which is the core of holistic education in early childhood. This finding aligns with the literature that states that culture-based education can form a strong and adaptive character in children, helping them adjust to their social environment (Oktasari & Kasanova, 2023; Winarti, 2021).

2. Recognition of the Effectiveness of Traditional Games in Character Development

Traditional games, such as long poles and catfish stakes, have proven to be effective in shaping children's character, especially in terms of discipline, cooperation, and the ability to face challenges. These games also help children develop gross motor skills, which are essential for their physical development.

Traditional games not only serve as entertainment but also as a natural and contextual medium for character learning. This is consistent with the view that play is one of the most effective ways for children to learn informally (Syarqawi & Suryani, 2020). Thus, the recognition of traditional games as a means of character learning must be strengthened in the ECE curriculum in Indonesia, especially in areas rich in local traditions and culture.

3. Comparison between Religious Values and Social Values in Holistic Education

The findings show that religious values and social values make different contributions to the formation of children's character. Religious values tend to provide a spiritual and ethical basis for children, as seen in activities such as joint prayers and respect for teachers. On the other hand, social values, such as mutual cooperation and tolerance, provide a solid foundation for children's social and emotional skills.

From this analysis, it appears that although both types of values play an important role, the social value-based approach is more effective in shaping children's interactions with their social environment. However, religious values remain important because they provide the moral foundation that underlies children's social actions. In this case, a combination of religious and social education based on local wisdom is needed to achieve balanced holistic education. This educational model can integrate both values proportionately, ensuring that children have a strong spiritual foundation and good social skills.

4. Criticism of Obstacles to the Implementation of Local Wisdom and Challenges of Parental Support

Although the application of local wisdom in early childhood education has many benefits, this study reveals several obstacles that need to be addressed. The limited understanding of teachers about local culture-based teaching methods is the main challenge. Some teachers do not yet have enough skills or knowledge to integrate

cultural values into their daily activities. In this case, special training is needed for early childhood education teachers to strengthen their understanding of the importance of culture-based education and its application methods.

In addition, limited parental support is another obstacle in the implementation of a curriculum based on local wisdom. Some parents still prioritize academic education, such as reading and numeracy skills, over culture-based character education. This highlights the need for better socialization with parents about the importance of education based on local wisdom in shaping the character of cultured children.

Based on the Offer of a New Approach

Based on the findings and analysis, a more systematic and integrated ECE curriculum model can be proposed to accommodate local wisdom values. This model can be divided into three main components: (1) Character Development through Daily Activities, (2) Education Based on Local Language and Traditions, and (3) Collaboration between Schools and Parents in the Formation of Cultural Identity.

1. Character Development through Daily Activities

In this model, social values such as mutual cooperation, tolerance, and simplicity are integrated into daily activities. For example, learning together or cleaning the classroom can be used to instill the value of togetherness and cooperation. Teachers can give awards or recognition to children who show positive attitudes, encouraging them to apply these values in their daily lives.

2. Education Based on Local Language and Tradition

The use of local languages, folklore, and traditional games needs to be an integral part of the curriculum to strengthen children's cultural identity. Local languages can be used as the language of instruction in certain activities, while folklore and traditional games can serve as fun and relevant character-learning media. This model ensures that children are exposed to local cultural elements that enrich their understanding of cultural identity.

3. School and Parent Collaboration in the Formation of Cultural Identity

To overcome the obstacles caused by the lack of parental support, schools can implement collaborative programs involving parents in cultural activities. Regular meetings between teachers and parents can be used to increase parents' understanding of the importance of education based on local wisdom. In addition, parents can be invited to participate in cultural-based extracurricular activities, such as telling stories about family traditions or cooking regional specialties with children.

This ECE curriculum model based on local wisdom not only accommodates cultural values but also builds a holistic character in children. This approach is designed to create a learning environment that supports the development of character, social

skills, and cultural identity, which aligns with the demands of modern education without forgetting local cultural roots.

The analysis of the findings from this study shows that the application of local wisdom in the ECE curriculum in Pariaman City has a positive impact on the development of children's character and social skills. Although there are several obstacles in its implementation, such as limited parental support and teacher understanding, this culture-based education is still effective in shaping children's cultural identity and character. By adopting a more structured curriculum model based on local wisdom, it is hoped that early childhood education in Indonesia can make a significant contribution to building a young generation that is not only academically intelligent but also has a strong character and deep cultural understanding.

This holistic, culture-based approach opens up opportunities for further research to test its effectiveness in other regions and to develop practical guidelines for teachers and parents in applying cultural values in early childhood education.

CONCLUSION

This study concludes that integrating local wisdom values into the Early Childhood Education (ECE) curriculum in Pariaman City is crucial for supporting holistic education. It not only enhances academic development but also fosters the growth of children's character, social, emotional, and cultural identity. The study highlights the positive impact of social values such as mutual cooperation, tolerance, and simplicity on children's social and emotional development. Activities based on these values encourage children to collaborate and develop essential social skills. Furthermore, the study found that such education lays a strong foundation for children's personal growth and their interactions within broader social contexts.

The second significant finding is that religious values and local traditions play an essential role in strengthening children's cultural identity. The use of regional languages, the teaching of prayers, and celebrating local traditions help children connect with their cultural heritage. In particular, children introduced to local folklore and languages at schools like Cahaya Hafidzah and Sayang Ibu Kindergarten show a deep sense of pride in their culture. This approach not only fosters cultural pride but also enhances their understanding of the cultural values that shape their environment, showing the effectiveness of these cultural practices in early childhood education.

Lastly, traditional games were identified as a valuable medium for both character and motor skill development in children. Games like long poles and catfish stakes, used in schools such as Bina Character and Mutiara IT Kindergarten, help children learn discipline, cooperation, and teamwork. These games also promote physical development and offer real-life experiences for children to learn how to overcome challenges. However, the study also identifies several limitations and challenges in implementing local wisdom in the curriculum, such as the lack of

teacher training in cultural education and limited parental support. Recommendations for further development include improving teacher training, fostering school-parent collaboration, and conducting comparative studies to expand the understanding and application of local wisdom across regions.

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