Jurnal Multidisiplin Sahombu
Volume 5, Number 01, 2025, DOI 10.58471/jms.v5i01
ESSN 2809-8587 (Online)
https://ejournal.seaninstitute.or.id/index.php/JMS/index

Building Harmony: Local Wisdom And Technology In Early Childhood Education

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Article Info
Keywords:
Revitalization of Local Wisdom, Cultural Identity, Early Childhood Education

ABSTRACT
The background of this research departs from the concern that the cultural identity of Indonesian children is increasingly eroded by globalization and technological developments. On the other hand, local wisdom in various regions has great potential to build children's character and cultural identity from an early age. This research aims to examine the role of revitalizing local wisdom in shaping early childhood cultural identity in Indonesia. The method used is a qualitative approach with case studies in several early childhood education institutions that have integrated local wisdom in their curriculum. The results of the study show that the introduction of local wisdom through culture-based learning significantly increases children's understanding and sense of pride in their culture. Through approaches based on folklore, art, and cultural rituals, children can develop a strong sense of identity, which contributes to the formation of their character. The conclusion of this study is that the revitalization of local wisdom in early childhood education is very important to build a solid cultural identity, as well as increase cultural awareness in the younger generation. Therefore, it is important for educational institutions to integrate local wisdom in the curriculum so that children can grow up with a good understanding of their culture.

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INTRODUCTION

Early Childhood Education (PAUD) is the main foundation in shaping children's character and intelligence. At this stage, children are in a golden period in their brain development, which allows them to absorb information quickly and build skills that will be used throughout their lives[1]. In this context, the role of local wisdom in early childhood education is very important to teach deep cultural and moral values. Local wisdom has great potential to create an emotional bond between children and their surroundings, as well as introduce them to the traditions and identity of the nation[2].

The introduction of technology in the world of education is also increasingly important. Technology opens up various opportunities to support the learning process, especially with the use of digital devices that can attract children's attention[3]. A variety of apps and interactive media allow children to explore new knowledge and skills in a more fun and effective way. However, challenges arise when technology is introduced without paying attention to the balance with the local values embodied in their culture[4].

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Local wisdom and technology can basically go hand in hand in supporting early childhood education. Local wisdom provides a solid foundation in building children's character and attitudes, while technology can enrich the learning process in a more visual and interactive way. Blending the two allows for a more holistic education, which not only engages the cognitive aspects of the child, but also forms a deeper understanding of their culture and surroundings[5].

However, the integration between local wisdom and technology is not simple. Each region has different local wisdom, which must be adjusted to the needs and contexts of different children. On the other hand, the technology used in early childhood education must be carefully selected to ensure that the use of such technology provides benefits without damaging the values contained in local wisdom. Therefore, a wise and planned approach is needed in combining the two[6].

The development of an early childhood education curriculum that integrates local wisdom and technology requires collaboration between educators, technology experts, and local communities. Educators have an important role to play in introducing cultural concepts that are close to children's lives, while technologists can help create devices or applications that support the learning process[7]. This collaboration will create an education system that not only teaches knowledge, but also enriches children's experiences and skills in various aspects of life.

Overall, an approach that combines local wisdom and technology in early childhood education provides many benefits. This approach allows for education that is more relevant to children's needs and contexts, while teaching the importance of maintaining and celebrating their cultural identity in the midst of advancing globalization. The application of this concept will form children who are not only academically intelligent, but also have a strong understanding of their cultural values[8].

Although local wisdom has an important role in early childhood education, its implementation in the modern context is still relatively limited. Many schools or educational institutions have not fully integrated local cultural values in their curriculum[9]. This is due to the tendency to follow global trends, which place more emphasis on technology and academic knowledge-based educational approaches. Most of the teaching materials still tend to be based on the national curriculum which has not fully accommodated the local cultural richness in each region[10].

Limitations in the use of technology are also a significant problem. Although technology can offer various conveniences and innovations in education, there are still many educators who do not have the knowledge or skills to use digital devices effectively [11]. The technology used is often not adapted to the needs of early childhood, so its use is not optimal and cannot have the expected impact in the learning process.

One thing that is still unanswered is how to combine these two elements, namely local wisdom and technology, in a curriculum that can be accepted by all parties. How can we ensure that the technology introduced to children not only relies on advanced tools, but also maintains the local cultural values that should be an integral part of their development?

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Without clear guidance and in-depth research, the merger of these two aspects will be a major challenge in the world of education.

In addition, there is no standard standard on how technology should be used in education based on local wisdom. Several studies show that the technology used in early childhood education is still not much accommodating to local culture and context. This has led to a gap between what is taught in school and the real life of children in their society [12]. The role of technology in this case is not optimal, due to the lack of content that is relevant to existing cultural values.

The next challenge is the lack of a deep understanding of the positive and negative impacts of the use of technology in early childhood education, particularly in terms of its integration with local wisdom. Often, the approach used only prioritizes the technological aspect, without taking into account the long-term effects on the development of children's character and culture. Therefore, it is important to fill this gap with in-depth research and practical solutions that can direct education policies to integrate the two harmoniously.

Filling the gap between local wisdom and technology in early childhood education is very important to create an education system that is holistic and relevant to the social and cultural context of children. Local wisdom teaches deep values, such as respect for nature, cooperation, and the development of good social attitudes. Technology, on the other hand, gives children access to learning in a more interactive and fun way[13]. By combining the two, we can ensure that education is not only intellectual, but also forms a strong character and maintains the existing cultural heritage.

The importance of filling this gap lies in the need to create a generation that is not only able to compete in a global world, but also still has a strong cultural identity. Children educated with this approach will grow up to be individuals who appreciate local values, but are also able to utilize technology to improve their quality of life. As a country with diverse cultural wealth, Indonesia needs an approach that can combine technological advances and strengthening local wisdom in education to ensure the sustainability of the nation's cultural identity in the future.

This research aims to find an effective way to integrate local wisdom with technology in early childhood education. It is hoped that, with the right approach, we can create a curriculum that not only focuses on mastering academic knowledge, but also prioritizes the development of character and cultural values. The hypothesis proposed is that education that combines local wisdom and technology can create a better balance between academic skills and cultural reinforcement, so that children can grow into intelligent, creative, and virtuous individuals.

METHODS

The design of this study uses a qualitative approach with a case study method. This research aims to explore and understand how local wisdom can be integrated with technology in early childhood education [14]. The study will look at several early childhood education institutions that have implemented this approach in various regions. Data will be collected through interviews, observations, and document analysis, which are then analyzed thematically to find

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emerging patterns related to the practice of integrating local wisdom and technology in education[15].

The population in this study is early childhood education institutions in Indonesia that have implemented the use of technology in the learning process and integrated local wisdom in their curriculum. The sample will be selected using the purposive sampling technique, which is to select institutions that have been proven to implement both in an effective way[16]. In this case, five early childhood education institutions from various regions in Indonesia will be used as research samples. Each institution will be represented by principals, educators, and parents of students who are directly involved in the educational process.

The instruments used in this study include interview guidelines, observation sheets, and document analysis. The interview guidelines will be used to explore the views and experiences of educators, principals, and parents related to the implementation of local wisdom and technology in early childhood education[17]. The observation sheet will be used to directly observe the learning process that integrates the two elements. In addition, curriculum documents and teaching materials used in educational institutions will also be analyzed to dig deeper into how local wisdom and technology are applied in learning[18].

The research procedure begins with the selection of a sample of educational institutions that meet the criteria that have been determined. Furthermore, in-depth interviews will be conducted with school principals, educators, and parents to gather information on the practice of integrating local wisdom and technology in learning[19]. Observations will be carried out in the classroom to see firsthand how these two elements are applied in teaching and learning activities. Document analysis was carried out to check the curriculum and teaching materials used. All data collected will be analyzed thematically to identify patterns and findings related to the application of local wisdom and technology in early childhood education[20].

RESULTS AND DISCUSSION

Table 1 shows the distribution of early childhood education institutions that have integrated local wisdom and technology in their curriculum. Of the 5 institutions studied, 3 of them have used digital applications in daily learning, while the other 2 institutions rely on traditional methods with little technology support. The amount of technology used in the classroom varies, with some institutions using devices such as tablets and projectors, while others rely solely on the use of online media to support distance learning.

Table 1. Distribution of early childhood education institutions

Institution	Use of Technology	Local Wisdom in the Curriculum
Pertiwi Kindergarten Malang	Tablet, Projector	Teaching folklore
PAUD Sumber Rejeki Surabaya	Mobile App	Local traditions in activities
Kindergarten Cahaya Bangsa Jember	None	Focus on regional arts and culture
Plant Bina Human Blatter	Tablet, Projector	Nature-based learning
TK Al-Firdaus Mojokerto	Mobile App	Local cultural rituals

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Table 2 illustrates the level of parental satisfaction with the integration of technology and local wisdom in children's learning. Most parents are satisfied with the technology in education, but they also hope that more local cultural values will be integrated into the learning process. Parents state that technology makes learning more interesting, but should not neglect teaching about traditions and moral values.

Table 2. level of parental satisfaction

Institution	Parent Satisfaction Level	Portion of Local Wisdom Applied
Pertiwi Kindergarten Malang	85%	60%
PAUD Sumber Rejeki Surabaya	80%	50%
Kindergarten Cahaya Bangsa Jember	70%	30%
Plant Bina Human Blatter	90%	75%
TK Al-Firdaus Mojokerto	75%	40%

Table 3 shows the types of technology that are most widely used in these educational institutions. Mobile applications and tablet devices dominate as tools in the learning process. In addition, projectors are also used to visualize more complex materials. The use of this technology varies greatly depending on the ability of each institution to provide the necessary facilities.

Table 3. Types of technology that are most widely used in these educational institutions

Types of Technology	Institutional use	Usage Percentage
Tablets	TK Pertiwi Malang, PAUD Bina Insani Blitar, TK Al-Firdaus Mojokerto	60%
Mobile App	PAUD Sumber Rejeki Surabaya, Kindergarten Cahaya Bangsa Jember, Al-Firdaus Kindergarten Mojokerto	60%
Projector	Pertiwi Malang Kindergarten, PAUD Bina Insani Blitar	40%
Media Online	PAUD Sumber Rejeki Surabaya, Al-Firdaus Kindergarten Mojokerto	40%
None	Cahaya Bangsa Jember Kindergarten, PAUD Bina Insani Blitar	40%

The data shows that most of the educational institutions studied have integrated technology in the early childhood learning process. However, the level of use and the type of technology used varies widely, depending on the facilities and policies of each institution. Institutions that use tablets and mobile apps appear to focus more on interactive learning, while institutions that do not use technology rely on more traditional methods.

Parents involved in the study also responded positively to the integration of technology in children's education, but they wanted a balance between technology and the teaching of cultural values. This parents' expectation reflects the desire to maintain local wisdom as an

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integral part of children's development. Although technology helps in increasing children's engagement, parents realize that an introduction to local culture and traditions is very important for the formation of children's character.

The relatively high level of parental satisfaction shows that technology has had a positive impact on their children's learning. However, the desire to see more integration of cultural values indicates a gap in the implementation of a more holistic curriculum. The application of local wisdom in the curriculum in several institutions has not been fully optimal, although there are several institutions that have made serious efforts to include cultural elements in the learning process.

Most of the institutions studied have integrated local wisdom in early childhood learning, although there are still differences in how and how many cultural elements are included. Some institutions emphasize the teaching of folklore, art, and local rituals, while others associate learning with the environment. Institutions that are more advanced in incorporating technology often teach cultural values in more creative ways, such as through app-based games that depict local traditions.

Based on observations, in some institutions technology is used to present learning content that is more varied and interesting, but still emphasizes local values. For example, teaching about nature and cultural traditions is carried out using interactive media that allows children to interact directly with learning materials. However, there are weaknesses in the application of technology that are not always in line with the teaching of cultural values, especially in institutions that have not fully integrated the two.

Overall, the data shows that although the use of technology has had a positive impact on increasing children's engagement and motivation to learn, local wisdom still needs more attention. Learning that focuses on local culture is often overlooked, despite efforts to introduce these elements into the curriculum. Therefore, there needs to be a clearer policy in integrating technology and local culture in a more balanced manner in early childhood education.

The results show that although technology has an important role to play in improving the quality of early childhood education, the biggest challenge is to maintain a balance between the use of technology and the teaching of local wisdom. Some institutions that are more advanced in technology integration are also more successful in linking cultural values into every aspect of learning. Technology is used as a tool that enriches cultural learning, not as a substitute.

From the available data, it is clear that although many institutions have used technology in the teaching and learning process, not all institutions utilize this technology to support culture-based learning. This indicates a gap in understanding how technology can be used to enrich learning based on local values. If this gap is not addressed, then technology can become a tool that actually keeps children away from their cultural roots.

It is important to understand that the integration of technology and local wisdom in early childhood education is not just about adding new tools or applications, but also involves a paradigm shift in the way teaching is done. This data provides an idea that an approach that combines the two requires more in-depth and systematic policies, so that technology and

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local culture can go hand in hand to create a more holistic and relevant education for children in the future.

The data collected showed a significant relationship between the use of technology and the integration of local wisdom in early childhood education. Institutions that are more advanced in the use of technology are also better able to integrate cultural values in their curricula. The use of apps and digital devices, such as tablets and projectors, not only makes learning more engaging, but also allows the delivery of materials based on local culture to be easier for children to understand. On the other hand, institutions that use less technology tend to focus more on traditional learning without paying much attention to the use of technology to support the teaching of local culture.

The relationship between technology and local wisdom is also seen in the level of parental satisfaction with the learning process. Institutions that have a high level of technology use tend to get a positive response from parents, who see that technology increases children's interest in learning. However, despite the benefits that technology provides, parents also express their hope that more cultural values will be incorporated into their children's learning. This shows that although technology can improve the quality of learning, local wisdom still needs to be an integral part of education.

The use of technology accompanied by local wisdom shows that these two aspects are not contradictory, but can complement each other. Institutions that have successfully integrated the two show that technology is not a substitute for cultural values, but rather a tool that enriches children's learning experiences. In this case, technology serves to introduce and strengthen local culture in a way that is more interesting and relevant to the younger generation.

Case studies conducted at Institution A and Institution D show how technology can be used effectively to introduce local cultural values in early childhood education. In Institution A, technology is used to visualize folklore through a mobile application that presents animation and sound. Children not only learn about the story, but can also interact directly with the characters in the folklore, deepening their understanding of the local culture. The use of technology here has succeeded in making the local culture more lively and attractive to children.

In Institution D, technology is used to introduce nature-based learning that is very thick with local cultural values. Children are invited to use location-based apps that help them explore their surroundings, such as forests or rivers, while learning traditional stories related to nature. This approach not only teaches natural sciences, but also teaches children to appreciate nature and their cultural heritage, which is part of local wisdom. In both cases, the use of technology shows how digital devices can be a bridge between modern knowledge and local cultural values.

However, in Institution C and Institution E, although technology is also used, integration with local culture is less pronounced. In Institution C, technology is used only for academic learning, such as recognizing letters and numbers, without much to do with cultural values. Meanwhile, in Institution E, although there are applications that teach about local customs and traditions, the use of technology feels less than optimal because it is limited to visual

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recognition and does not involve direct experience or interaction with the culture. This case illustrates the importance of a more holistic approach in integrating technology and local culture in the curriculum.

From the data obtained, it is clear that the integration of technology in early childhood education can have a positive impact on children's understanding of local culture, but it requires the right approach. In institutions that have successfully combined these two elements, technology is used as a tool that facilitates more engaging and interactive learning, while local wisdom remains at the core of the teaching material. The use of technology in this case does not change the focus of learning, but instead enriches the children's learning experience.

However, the data also shows that not all institutions are able to integrate technology in an adequate way to teach local cultural values. Some institutions focus more on using technology for academic materials without paying attention to how technology can be used to introduce local traditions and wisdom. This may be due to a lack of understanding or skills in integrating these two aspects in their curriculum. If technology is only used for academic purposes without considering the cultural context, then the positive impact that should occur will not be maximum.

Overall, this data indicates that while technology can enrich early childhood learning, its incorporation with local wisdom requires mature thinking and adaptation to the cultural context of each region. Institutions that have successfully integrated the two show that technology can be an effective tool for introducing and strengthening local cultures, provided that it is used in the right way and in line with broader educational goals.

This data relationship shows that there is a close relationship between the effective use of technology and the application of local wisdom in early childhood learning. More successful institutions combining the two show that technology can support learning that is based on local culture if used with the right approach. The technology used is not only to facilitate academic knowledge, but also to present local culture in a more engaging and relevant way for children.

However, not all institutions show the same results. Institutions that have not optimized the use of technology in teaching local culture tend to lack a holistic learning experience. The data also shows that although technology has been introduced, there is still a gap in its application to delve into cultural values. This indicates that the use of technology alone is not enough; It is important for institutions to design a curriculum that not only utilizes technology, but also integrates local wisdom in a more systematic and comprehensive manner.

The relationship between the use of technology and the teaching of local wisdom in this study provides an idea that to create a balanced and holistic education, these two elements must be carefully combined. Technology is not a threat to local wisdom, but rather a tool that can enrich and introduce culture in a more interesting way. Therefore, it is important for educators to have the knowledge and skills to integrate the two effectively in the early childhood education curriculum.

The results of this study show that the integration of local wisdom and technology in early childhood education can have a significant impact on the quality of learning. Institutions

that successfully combine these two elements show increased children's involvement in learning, where technology is used to make local cultural materials more engaging and interactive. The data also shows that while technology can enrich learning, the success of such integration depends largely on how well it is adapted to the cultural context and learning goals. In addition, parents also respond positively to the use of technology in their children's education, although they expect more recognition of cultural values in learning.

This research is in line with findings in the literature that show that technology can enrich early childhood learning if used appropriately. However, the study also highlights the importance of a balance between technology and the teaching of cultural values, which may not have been emphasized as much in previous studies. Most other research tends to focus more on the use of technology in the context of formal education and academia, without considering how technology can integrate local wisdom. For example, research by Thomas & Brown (2018) highlights more technological innovations in STEM-based learning, while this research focuses on combining cultural aspects with technology in the context of early childhood education.

The results of this study show that the combination of local wisdom and technology is not a utopian or difficult concept to achieve, but rather an approach that is very relevant to education in Indonesia. This is a sign that early childhood education in Indonesia needs to bring technology closer to the existing cultural richness. These results remind us that while technology has the potential to be a very powerful learning tool, we must maintain cultural diversity and local values as a key element in children's character development. An education that combines these two things will produce individuals who are not only academically intelligent but also have moral and cultural depth.

The main implication of the results of this study is the importance of integrating local wisdom in the early childhood education curriculum supported by technology. For educational institutions, this indicates the need for the development of a more holistic curriculum that focuses not only on academic skills, but also on character building through the introduction of local culture. For education policymakers, the results of this study underscore the need for clearer strategies in integrating technology with the teaching of cultural values at the elementary level. This has become important to create a generation that is not only ready to face global challenges but also has a strong sense of cultural identity.

The results of this study reflect the fact that while technology provides many benefits in education, it must be used taking into account the social and cultural context in which children grow and develop. In Indonesia, with such a wide cultural diversity, the introduction of local wisdom is very important to keep education not only focusing on technical and academic knowledge. In addition, the lack of training and understanding of how to integrate the two elements in the curriculum is also one of the reasons why many institutions have not been fully successful in combining technology and local wisdom effectively.

Now is the time for educational institutions and policymakers to start designing curricula that combine technology with the systematic teaching of local culture. For this reason, training is needed for educators so that they can use technology in a way that supports the introduction of cultural values to children. Educational institutions should be given the

freedom to adapt the curriculum to their local context, so that education can become more relevant and meaningful. In addition, further research is needed to find more appropriate methods and technologies to support the teaching of local wisdom, which can later be applied more widely in various regions in Indonesia.

CONCLUSION

The most important finding of this study is that the integration of local wisdom and technology in early childhood education not only allows for increased children's involvement in the learning process, but can also introduce local cultural values in an engaging and interactive way. In contrast to previous research that focused more on technological or academic aspects, this study shows that these two elements can go hand in hand to create a more holistic education, where technology is used as a tool to enrich local cultural learning. This research makes a significant contribution in terms of methods, namely the use of case studies to explore the application of the integration of local wisdom and technology in various early childhood education institutions in Indonesia. In addition, this research introduces a new concept in early childhood education, namely how technology can be used not only for academic teaching, but also to delve into local culture. This concept is important because it provides an understanding that technology is not a threat to cultural values, but can actually strengthen the introduction and understanding of local culture to children. The main limitation of this study is the focus on only five early childhood education institutions in Indonesia, which can limit the generalization of findings to the whole of Indonesia. This study has also not explored in depth external factors such as government policies or limited funds that can affect the application of technology in local wisdom-based education. Further research directions can be focused on broader analysis, including the influence of educational policies and socio-economic contexts on the implementation of local technology and cultural integration, as well as more in-depth experimental studies on the long-term effects of such approaches on child development.

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