



Analysis of Potentials and Challenges of Culture-based Learning in Indonesia: A Systematic Literature Review

Dimas Febriansyah Krisna Dwiputra*, Dadang Sundawa

Social Studies Education Study Program, Faculty of Social Science Education,
Universitas Pendidikan Indonesia

*Corresponding Author. Email: dimasfkd18@upi.edu

Abstract: This study aims to identify the potential and challenges of culture-based learning in Indonesia. This study used the systematic literature review method with the PRISMA 2020 model. Data were collected from Harzing's Publish or Perish whose database comes from Scopus and Google Scholar. The data search used three keywords including "culture-based education", "culture-based learning", "*pembelajaran berbasis budaya*", and "*Pendidikan berbasis budaya*". A total of 1,727 article data were obtained but only 25 articles met the inclusion criteria for the analysis stage. Then, data were analyzed using thematic analysis techniques. The results of the study showed that culture-based learning has the potential to be applied to create quality human resources in Indonesia. This culture-based learning not only provides benefits in the aspects of knowledge, attitudes, and academic behavior but also strengthens the existence of local culture and even internalizes the values contained to develop the noble character of the students. Besides, the main challenge of culture-based learning in Indonesia was the teacher's understanding and skills in integrating local culture with the learning process and how to package the learning to fits the characteristics of students as the digital native generation who are close to the development of digital technology.

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Introduction

The education sector in Indonesia is facing various problems. It can be seen from a study by the Program for International Student Assessment (PISA) conducted in 79 countries which indicated that Indonesia's average score was 371 (position 74) for reading aspects, 379 (position 73) for mathematics aspects, and 396 (position 71) science aspects (OECD, 2019). This condition can get worse due to the pandemic which has prevented ±45 million students in Indonesia from participating in learning and only 50% of students meet the standards of competence (Batubara, 2021; Kurniawan & Budiyo, 2021). The problems are not only in the academic aspect but also in students' characters. Indonesia has the highest rate of violence cases in schools reaching 84%. In this country, a total of 20.6% of students aged 13-17 years have experienced bullying (Borualogo & Casas, 2021; Noboru et al., 2021). This is concrete evidence that this country is not only struggling with the problem of learning loss and gap, but also with character loss. If left untouched, this issue will have a negative impact on the quality of human resources in Indonesia.

Considering the structure of Indonesia's population, the issue elaborated on above are unfortunate. A census by Statistics Indonesia (BPS, 2021) indicates that Indonesia's population is dominated by the productive age group with a percentage of 70.72%. This condition is called a demographic bonus, namely a condition when the productive age



dominates over the unproductive age (Adriani & Yustini, 2021; Rostiana & Rodesbi, 2020; Ulhaq & Wahid, 2022). To get the benefits of the demographic bonus, the quality of human resources has to be maximized by providing health services, job opportunities, and quality education (Agustina et al., 2018; Cuaresma et al., 2014; Warsito, 2019). If the human resources are not qualified, the benefits of demographic bonuses cannot be achieved. Instead, it can turn into a demographic catastrophe with increasing unemployment, poverty, and social inequality.

Concerning the issues and the potential above, revitalizing education that focuses on both academic achievement and character is important. This is inseparable from the fact that Indonesia's educational output has not been able to shape the nation's character, even though relevant education should not only be oriented toward academics but also toward the values of the nation's noble character (Mufaridah et al., 2020; Roesmawati et al., 2022; Winanti, 2021). This action is not only intended to internalize the character values but also to elevate the existence of noble culture as the nation's identity (Resterina et al., 2021). The nation's identity is important to maintain the existence and legitimacy of the nation in facing global challenges (Kasiyan & Sulisty, 2020; Zhuojun & Hualing, 2014). Therefore, internalizing the nation's culture with the learning process to create quality human resources academically and in line with the nation's character is necessary.

The integration of national culture into learning is known as culture-based learning. Culture-based learning focuses on exploiting the potential of national cultural elements, especially those in the students' environment in the design and implementation of learning (Amir & Hasan, 2022; Armadi & Astuti, 2018; Firdaus & Badriyah, 2018). In Indonesia, culture-based learning is not new. Many studies have revealed that (1) students feel happy and interested in the learning process that is integrated with the local culture of Madura (Armadi & Astuti, 2018); (2) cultural integration in learning can accelerate students' mastery of language (Purwono & Asteria, 2021); and (3) audio-visual media based on national culture can increase learning motivation, stimulate language development, and grow the love of regional culture (Sari, 2021).

Studies on the comprehensive analysis of the potentials and challenges of culture-based learning in Indonesia are still limited. Such studies are important to provide comprehensive information related to the implementation of culture-based learning. The culture-based learning is not only expected to produce quality education, but also academically qualified human resources with noble characters. Therefore, this study aims to identify the potential and challenges in implementing culture-based learning in Indonesia.

Research Method

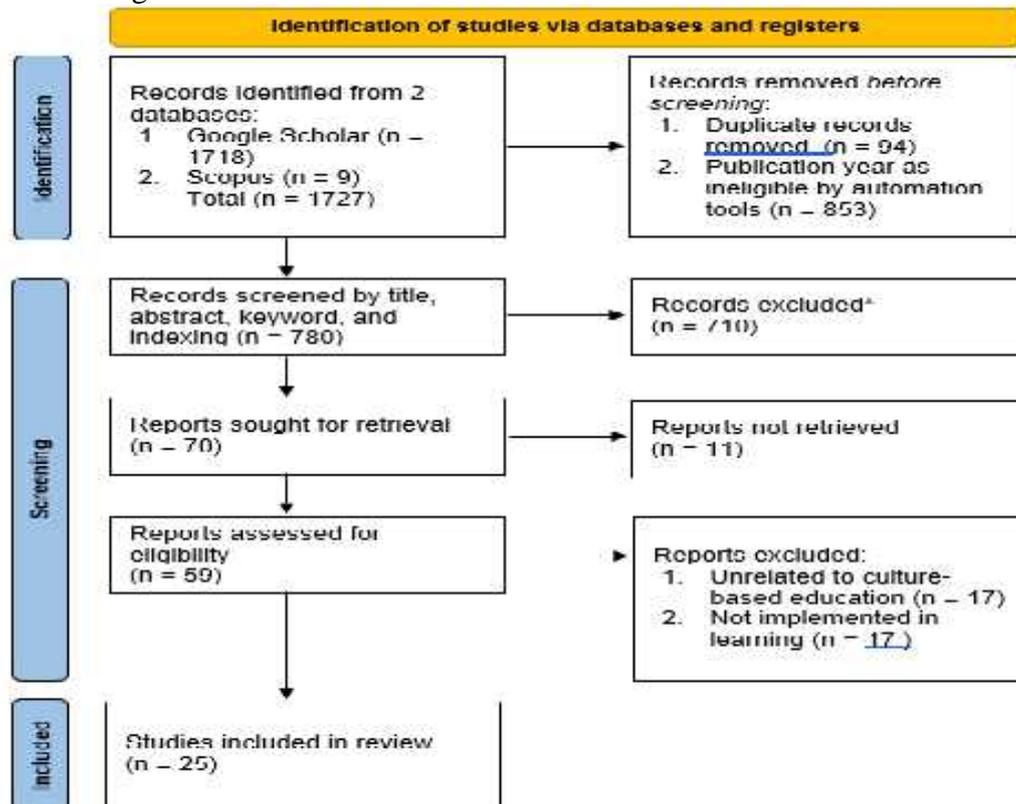
This study used the systematic literature review method to answer research questions systematically by referring to the PRISMA 2020 model (Page et al., 2021). This study reviewed previous studies concerning the potential and challenges of implementing culture-based learning in Indonesia. The literature search was done on October 21, 2022, using Harzing's Publish or Perish with online database sources originating from Scopus and Google Scholar. The selection of previous studies referred to the following criteria as presented in Table 1.

Table 1. Inclusion and Exclusion Criteria

Inclusion Criteria	Exclusion Criteria
1. Published between 2018 and 2022	1. Published before 2018
2. Article is a peer review journal	2. Article is not peer review journal
3. Minimum journal indexed by Sinta 3	3. Journal index lower than Sinta 3

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| <ul style="list-style-type: none"> 4. The text was written in Indonesia or English Language 5. Related to local culture 6. Empirical research in culture-based learning | <ul style="list-style-type: none"> 4. The text is not written in Indonesia or English 5. Not related to local culture 6. Not empirical research on culture-based learning |
|--|--|

The search used some keywords in Indonesian and English separately, namely (1) culture-based education; (2) culture-based learning; (3) pembelajaran berbasis budaya; and (4) pendidikan berbasis budaya. The search obtained 1,727 articles. The articles were selected by considering the title, abstract, and full text concerning the criteria as presented in Table 1. In facilitating the selection process, the researchers used the EndNote X9 application with more structured selection stages. Then, the process of coding, extraction, and analysis was carried out by manually taking the information needed and pouring it into a spreadsheet. Finally, 1,697 of the total of 1,727 articles obtained from Google Scholar and Scopus databases with the help of Harzing Publish or Perish were excluded by referring to the predetermined criteria in Table 1. The complete process related to the article selection is presented in Figure 1



*Note.
 1. 379 records were excluded automatically with tools because were not peer review journal
 2. 131 records were excluded manually because the journal was indexed lower than Scopus

Figure 1. Article Selection Flow Diagram (Page et al., 2021)

Based on the selection process (Figure 1), 25 data articles were obtained which would be continued at the analysis stage. The researcher analyzed data with thematic analysis techniques to identify and search themes within the data (Braun & Clarke, 2006). The analysis involves six stages which are understanding data, compiling the code of data, searching for themes (for this research, potentials and challenges of culture-based Learning), reviewing themes, defining and naming themes, and producing the report (Braun & Clarke, 2006).

Results and Discussion

Based on the results of the selection process, this study involved 25 articles for further analysis. The summary of the results of the analysis of articles concerning the potential for culture-based learning is presented in Table 2.

Table 2. The Potency of Culture-based Learning

Author and Year	Result
(Armadi & Astuti, 2018)	Madura culture-based learning tools make students happy and interested in the learning process.
(Amir & Hasan, 2022)	Entrepreneurial learning based on Bugis culture makes students' entrepreneurial competence higher than conventional learning.
(Firdaus & Badriyah, 2018)	Betawi culture-based learning can improve students' logical intelligence.
(Harahap & Eliza, 2022)	Indonesian culture-based coding learning e-modules can improve students' computational thinking
(Resterina et al., 2021)	Local cultural theme enrichment books based on strengthening character and literacy can improve learning outcomes.
(Rosala et al., 2021)	Sundanese culture-based learning (<i>Tri-Silas</i>) is useful for introducing local culture and internalizing the values contained therein to students.
(Sari, 2021)	Audio-visual media based on local culture can increase motivation, stimulate language development, and instill a love for local culture.
(Winanti, 2021)	Culture-based learning through <i>Pasraman</i> contributes to the development of national character.
(Astutik, 2020)	Using culture-based learning with scaffolding can improves the ability of students' mathematical representations.
(Aswat et al., 2021)	Able to create a society that is not only cultured but also characterized by the values in Po-5.
(Handayani et al., 2020)	Learning media based on the Bruner model, local culture, and scaffolding are effective in increasing student understanding.
(Hidayat & Ula, 2020)	Students can learn the culture of Ambiya as well as increase the resilience of students' local culture.
(Kamid & Ramalisa, 2019)	Modules with Jambi culture have a good impact on student learning motivation and make students know and understand their noble culture.
(Kasiyan & Sulisty, 2020)	The integration of character education and Yogyakarta culture can create a fun and uplifting atmosphere to learn.
(Nasution & Lubis, 2021)	Culture-based inquiry learning with the help of GeoGebra makes students meet the achievement of learning outcomes.
(Purwono & Asteria, 2021)	Cross cultural-based applications help BIPA students know the Indonesian language and culture.
(Putri et al., 2020)	Cooperative learning based on Minangkabau culture has a stronger effect on improving problem-solving abilities than conventional cooperative
(Johannes et al., 2019)	Local culture-based learning can increase students' positive attitudes toward the discipline.
(Roesmawati et al., 2022)	Reog culture-based handouts can make students more enthusiastic and improve their learning outcomes.
(Rosihah &	Banten culture-based scrapbook media is able to improve student



Pamungkas, 2018)	learning outcomes from a cognitive aspect.
(Sandiningtyas & Wiyono, 2018)	The culture-based learning of the Boti tribe is effective in instilling awareness based on the character of local values
(Sulistiyorini, 2021)	Culture-based math comics can make learning not boring so as to arouse students' enthusiasm
(Tusriyanto, 2020)	Culture-based learning has the potential to maintain each regional culture.
(Winangun, 2020)	Media based on local culture can increase motivation and learning activities so that learning outcomes also increase
(Yuliatin et al., 2022)	Manganan culture-based textbooks can be an innovation to strengthen character education and make learning fun and meaningful.

Based on Table 2, the implementation of culture-based learning always inserts cultural elements that are close to students into the learning process, whether as sources, media, or learning models. Besides, culture-based learning emphasizes the integration of the learning process with culture or noble values that are close to students' lives to make it easier for students to accept and understand them (Amir & Hasan, 2022; Armadi & Astuti, 2018; Aswat et al., 2021; Firdaus & Badriyah, 2018; Harahap & Eliza, 2022). This integration is in line with the principles of contextual learning, namely learning that seeks to involve student activities in connecting academic content with real life enabling the students to construct new knowledge independently (Berns & Erickson, 2001; Hudson & Whisler, 2007; Johnson, 2002; Sears, 2003). Therefore, the implementation of culture-based learning will have a positive impact on the learning process and produce quality human resources.

Based on the results of this study, the implementation of culture-based learning manages to increase students' interest, motivation, and enthusiasm for learning. This is very positive because previous studies stated that learning success cannot be achieved without motivation, as motivation greatly influences the learning outcome (Andriani & Rasto, 2019; Fontana & Fontana, 1995; Snowman & McCown, 2014; Taurina, 2015). The results of this present study reveal that academically, culture-based learning has a positive impact on learning outcomes as indicated by an increase in (1) understanding of the material; (2) language mastery; (3) logical intelligence; (4) learning completeness; (5) problem-solving ability; (6) entrepreneurial competence; (7) computational skills, and (8) discipline behavior. This indicates that the positive impact of culture-based learning is not only in the aspect of knowledge but also in the aspect of students' attitudes and skills.

The integration of learning with local wisdom or culture shows a positive impact on strengthening character. This is in line with previous studies that local culture plays an important role in shaping student character (Armadi & Astuti, 2018; Roesmawati et al., 2022; Yuliatin et al., 2022). The study found that there were positive values contained in local culture that is integrated with learning, for example: (1) values in the Sundanese *Tri-silas* culture which means loving each other (*silih asih*), educating each other (*silih asah*), and guiding each other (*silih asuh*); (2) values in Betawi culture such as discipline, mutual cooperation, listening, and tolerance; (3) values in Bugis culture such as religion, humanity, togetherness, tolerance, mutual trust, and social care; (4) religious values and manners contained in Ambiya art; and others. These findings strengthen previous studies which state that one of the main factors for building a complete Indonesian society that has responsibility for the surrounding environment is understanding and implementing the local culture of students' daily lives (Johannes et al., 2019; Sulistiyorini, 2021). Therefore, it can be said that integrating culture with learning can make positive values in culture internalized in students.

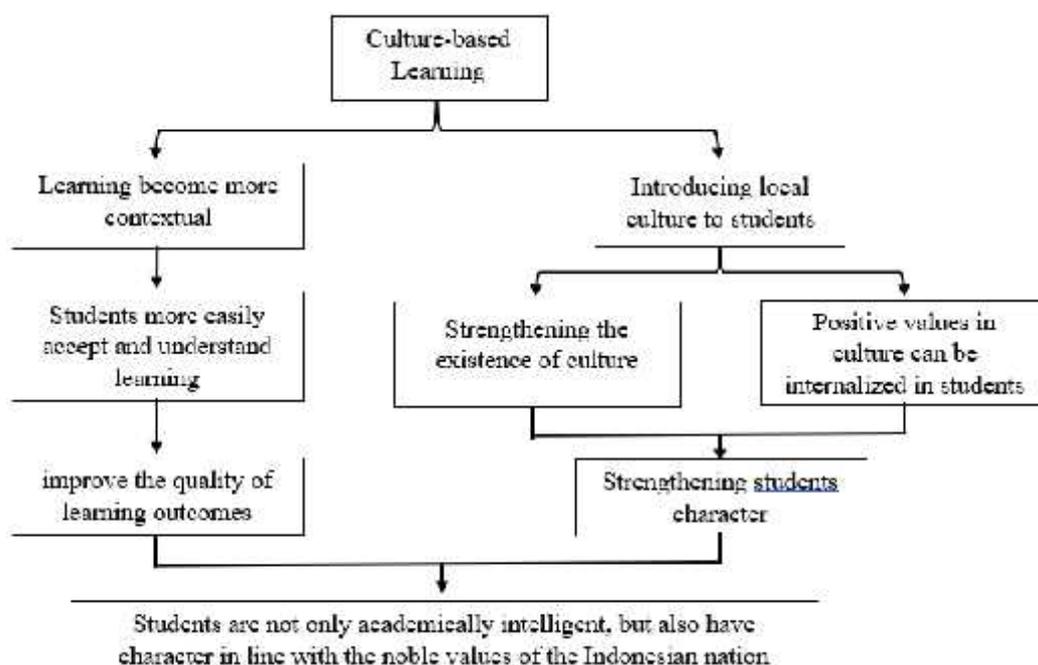


Figure 2. Conclusion of The Benefits of Culture-based Learning

Based on these findings, the potential of culture-based learning can be seen in Figure 2. In that picture, it can be interpreted that culture-based learning makes learning more contextual so as to increase student interest to more easily accept and understand learning. On the other hand, linking culture with learning is not limited to introducing local culture to strengthen the existence of culture, but more importantly, being able to develop positive values contained in that culture to internalize the value in students. Therefore, it can be said that the implementation of culture-based learning is not only useful for preparing academically qualified human resources but also playing a role in preserving local culture and shaping the character of human resources in line with the noble values in Indonesia.

However, based on the 25 articles analyzed, some researchers do not only describe the potential, but also the challenges in implementing culture-based learning. The challenges are summarized in Table 3 below:

Table 3. The Challenges of Culture-based Learning

Author and Year	Result
(Armadi & Astuti, 2018)	Students are not familiar with Sumenep culture which the teacher tries to integrate as part of learning.
(Resterina et al., 2021)	The development of enrichment books has not been attractive and in accordance with the times because they are conventional, not multimedia
(Aswat et al., 2021)	The integration of local culture-based character education Po-5 has not been carried out in a directed, consistent, structured and planned manner because it is not directly integrated with the national curriculum.
(Sulistiyorini, 2021)	The Betawi culture-based learning media developed is still in print and softfile form, not yet in the form of multimedia.
(Tusriyanto, 2020)	The time needed to design local culture-based learning is longer than other learning. In addition, teachers' understanding of Lampung's local culture-based learning still needs to be improved.



Based on table 3, culture-based learning is not explicitly included in the national curriculum. Indeed, it does not mean that culture-based learning cannot be applied to the learning process at school. This is because local uniqueness or excellence can be accommodated in the educational unit operational curriculum (KOSP) so that it becomes a characteristic of the school curriculum (Windiatmoko, 2022). In line with that, the Ministry of Education and Culture emphasized that in the implementation of the independent curriculum (*Kurikulum Merdeka*), local wisdom or regional characteristics can be added as a local content with three alternatives, including (1) developing it as a separate subject; (2) integrating it in all subjects; and (3) utilizing a project to strengthen the profile of Pancasila students (Kemdikbud, 2022). Thus, teachers should understand the local culture well in order to integrate it into the learning.

Besides, another challenge lies in the packaging of culture-based learning either as a model, strategy, source, or media as well as aligning it with technological advances. Today's students are digital natives whose daily lives are always close to modern technology (Sujana et al., 2021). These challenges are closely related to the teacher's role in the learning process because one of the most important and most difficult roles for the teacher is designing the learning process as the success of learning is highly determined by whether the design is good or not (Kaur, 2019). Therefore, the main challenge is in the teacher's understanding and skills in designing and implementing culture-based learning.

Conclusion

Based on the results of the analysis, culture-based learning has the potential to be applied in the learning process. It is because culture-based learning not only benefits in the aspects of knowledge, attitudes, and academic behavior but also in strengthening the local culture and internalizing the values contained to develop the noble character of the students. In addition, the success of culture-based learning is highly determined by the teacher's understanding and skills in integrating local culture into the learning process and how to package it to fit the characteristics of students as the digital native generation who are very close to digital technology. These challenges have to be addressed to realize the expected potential.

Recommendation

Based on the research results, there are several recommendations so that the potential for culture-based learning can be optimized. The recommendation included (1) for the government, especially local governments, to create a database of local cultures in their area. This is so that teachers have knowledge and references in integrating local culture in their area; (2) For teachers, in designing learning it is necessary to include cultural elements even though they are still in simple terms such as being used as a source, strategy, or media. Besides, teachers can design together with the MGMP to produce a collection of culture-based learning designs; and (3) for further researchers, to add database sources and expand the scope of the years analyzed to obtain more in-depth facts about the potential benefits and challenges of culture-based learning in Indonesia.

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