

## Bibliometric Analysis: Local Wisdom-Based Arts Learning in Elementary Schools

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### ABSTRACT

This research analyzes local wisdom-based arts learning in elementary schools through a bibliometric analysis approach, considering the importance of arts education in shaping students' character and cultural identity amidst the influence of globalization. The aims of this study is to identify trends, contributions, and gaps in research related to local wisdom-based arts learning. The method used is bibliometric analysis with data collected from journal publications and articles between 2020 and 2024, the year 2025 was not included in the study because at the time the data collection process was carried out, that year was still ongoing, so the number of publications indexed in the scientific database was not yet complete. Analyzed using PoP and VOSviewer software. The results show that despite the increase in the number of publications in 2024, there is great potential to develop a contextual and relevant curriculum in arts education. The implication of this finding is the need to integrate local wisdom into the curriculum to enrich students' learning experiences and increase their cultural awareness, as well as encourage community involvement in the learning process. This study is expected to open opportunities for further research in this area.

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## Introduction

Education is a crucial tool in the development of national culture, as it is defined as a human endeavor to cultivate personality in accordance with societal and cultural values (Nurfurqon, 2020; Pilkhwal & Manral, 2023). Primary education, as the initial stage in the development of students' abilities, plays a crucial role in shaping the personality and cultural values that will be internalized by future generations (Rohmah et al., 2023; Vainikainen et

al., 2015). From elementary school onward, students develop an immunity to learning, which will later become habits they will cultivate.

This demonstrates that effective learning can form a strong foundation for their future academic and personal development. Learning is a transformation in insight, skills, and behavior as parameters for learning (Kharisna & Perdana, 2022). Learning should emphasize providing students with direct experiences and the availability of infrastructure to support effective learning. According to Sanjaya, (Fitriyah & Bisri, 2023) learning is a collaborative process between educators and students that utilizes all student capabilities (attention, talents, etc.) to achieve specific educational goals.

In elementary school, Arts, Culture, and Crafts learning has a meaning in optimizing attitudes and abilities in artistic work and creativity. Arts, Culture, and Crafts learning plays a role in personality formation to achieve maximum understanding, where through the content of Arts, Culture, and Crafts lessons, creativity can be expressed through thinking to create new works (Setyaningrum & Hutami, 2021). At the elementary level, arts and culture subjects focus on vocational skills, such as handicrafts. Aspects of existing arts and culture disciplines include fine arts, music, dance, drama, and crafts (Regi, 2021). While art itself includes knowledge, skills, and values to create a work of art, which must also reflect local wisdom as a source of inspiration and cultural identity of the local community (Wicaksana, 2024).

Amidst the swirling influence of global hegemony, the current situation has left educational institutions feeling like they're losing their space. This has led to a diminishing understanding of local history and cultural traditions within society (Riza, 2022). Therefore, it would be beneficial to find ways to preserve and promote this cultural diversity, particularly through arts education, which can educate the younger generation about existing cultural values.

With local wisdom-based learning, students are equipped with knowledge, skills, and behaviors to have a solid insight into environmental conditions and community needs in accordance with the values/rules that apply in their area and support regional and national development (Yonanda et al., 2022). By using local wisdom-based learning, learning will be more contextual because the local wisdom that exists around students. Thus, learning will run effectively and students will follow the learning with pleasure. The potential of local regional culture is very important to be used as a source of learning in elementary schools so that students can recognize local cultural values and provide awareness to build students' attitudes that the rich potential of the region needs to be maintained and preserved (Farid, 2023).

Local wisdom contains three important elements. First, religious values and social ethics support the management of biological resources. Second, customary norms/rules govern the relationship between society and the natural environment. Third, local knowledge and skills are acquired from decades, even hundreds of years, of empirical experience in managing biological resources and the environment (Viani & Ardipal, 2019). Badaru et al. (2025) explain that local wisdom is local knowledge used by local communities to survive in their environment, integrated with belief systems, norms, laws, and culture, and expressed in traditions and myths that have been adhered to for a considerable period.

Previous research has shown that local wisdom not only serves as a marker of community identity but also as a glue for social cohesion, creating harmonious and mutually supportive relationships among community members. Based on the explanation above, there are previous studies that have examined local wisdom-based arts learning, such as the study

Suherman et al. (2024) stated that the implementation of Arts, Culture, and Crafts learning can shape students' character. This integration not only improves students' understanding of Arts, Culture, and Crafts material but also strengthens their cultural identity and appreciation of local traditions. Furthermore, Mahmudah et al. (2021), after participating in the training, students successfully increased their knowledge and awareness of local cultural values. Among the local wisdom-based characters formed were honesty, not following lust, caring, helpfulness, mutual cooperation, a sense of nationalism and nationality, tolerance, readiness, caution, and vigilance.

Then, research Atmojo et al. (2022) if the learning of arts and culture using Virtual Reality (VR) media at the high school level based on local wisdom of North Sumatra can optimize the teaching and learning process. This research produces a learning model that utilizes information and communication technology, enabling students to learn in a more interactive and interesting way. Through VR media, students can experience more real and in-depth learning about local arts and culture, increasing their understanding of existing values and traditions. In addition, this study also emphasizes the importance of local wisdom as a basis for developing learning materials, which can enrich the learning experience and build students' cultural identity. According to the research of Anggraini & Hasnawati (2022) the implementation of HOTS and local wisdom materials in Dance Arts learning in elementary schools has the opportunity to realize the demands of the 2013 Curriculum, namely thinking more creatively, innovatively, quickly and responsively as well as fostering courage within themselves and forming individuals with character. The integration of local wisdom materials that have values in the order of community life can fortify students from the influence of the rapid flow of globalization.

Several previous studies have gaps, namely previous studies discussing local wisdom-based art learning with a focus on implementation and its impact at the senior high school level using Virtual Reality (VR) media and bibliometric analysis research on local wisdom-based art learning in elementary schools lies in their respective approaches and objectives (Pattaufi et al., 2025; Sapta et al., 2025; Fadhilah & Sumarni, 2025). Previous studies emphasized the development of interactive and technology-based learning models to optimize the teaching and learning process, as well as improve students' understanding of local arts and culture (Dalle et al., 2024; Harahap, 2024; Cheng et al., 2022). Meanwhile, bibliometric analysis research on local wisdom-based art learning in elementary schools focuses on mapping and analyzing existing literature, to identify trends, contributions, and research gaps in this context (Verawati & Ramdani, 2023; Muhammad et al., 2022; Setianingrum et al., 2024). Thus, bibliometric analysis research not only provides an overview of scientific developments, but also helps understand how local wisdom can be effectively integrated into art learning at the elementary level, in contrast to the practical approach taken by previous studies that emphasize the application and direct results of the learning model.

Research on local wisdom-based arts education is unique and significant for the world of education, especially at the primary level. The uniqueness of this research lies in its efforts to integrate cultural values and local wisdom into arts education, which not only emphasizes artistic skills but also character building, cultural identity, and appreciation of national heritage from an early age. The significance of this research for primary education is realized in its contribution to strengthening holistic education, as learning based on local wisdom is able to instill moral, social, and national values that are relevant to children's daily lives. Thus, this research is not only oriented towards improving the quality of arts education, but also towards developing students who are characterful, creative, and rooted in their local

culture. Therefore, this study aims to analyze local wisdom-based art learning in elementary schools.

## Method

This research method uses descriptive qualitative with a bibliometric analysis approach. Bibliometric analysis is a quantitative method for analyzing bibliographic data contained in articles or journals (Effendy et al., 2021; Rohmayanti et al., 2023). This analysis is used to investigate references to scientific articles cited in a journal, mapping the scientific field of a journal, and to group scientific articles that are appropriate to a research field. The indicators of this research are the number of publications, the number of citations from institutions or universities, the number of citations from journals, the number of citations from documents, and occurrences with keywords. This research was conducted by online search. Data collection used PoP (Publish or Perish) software and VOS viewer.

Based on the core research topic, the author used the keywords “local wisdom”, “arts learning”, and “elementary school”. These keywords were chosen to filter publications that were truly relevant to the research focus while minimising the inclusion of irrelevant articles. In addition, search restrictions were applied to ensure that the data obtained was more specific and targeted. These limitations can include the publication year range (e.g., 2020–2024), document type (journal articles), and publication language (e.g., English and Indonesian).

Providing detailed information about keywords and search limitations will increase transparency because readers can clearly see how the data was collected. In addition, the reproducibility of the research is also more assured, because other researchers who wish to repeat the study with the PoP tool can use the same search parameters to obtain similar results. Thus, reports that include keywords and search parameters not only strengthen the credibility of the methodology, but also enrich the reader's understanding of the scope and limitations of the data analysed.

The data collected were in the form of articles and journals. Data analysis consists of four steps, namely the search stage (bibliographic search is limited to several aspects, namely (1) the type of bibliography used in the type of journal article, title, abstract, and keywords; (2) the keywords used are "local wisdom-based arts learning" (3) restrictions are made on searches for 2020-2024 with a total of 100 documents because that year has the most document results compared to other years; (4) articles or journals accredited by Sinta 1-3 and scopus. The filtering stage (selection to select journals to be analyzed. The bibliography selected and used is the type of article title, abstract, keywords, articles or reviews. Initial data search is through the publish or perish (PoP) application. The bibliometric analysis stage (data analysis is carried out by looking at the ocurrent pattern produced according to the cluster color generated by VOSviewer, then associations are made between words connected to each cluster). The research flow is explained in Figure 1.

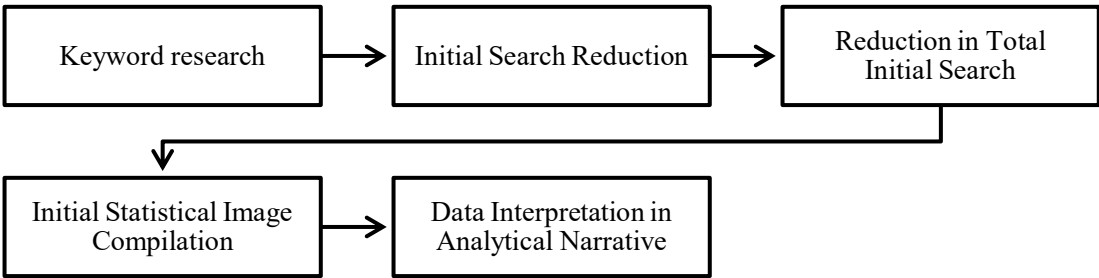


Figure 1. Bibliometric Research Flow

Results and Discussion

Literature was obtained from journal publications and articles from 2020-2024 The PoP database, which contains 1,000 documents, was narrowed down to 100 documents for analysis. This data served as a crucial basis for further mapping using VOSviewer. The PoP results are presented in the following table based on publication year, the institution with the most documents, the publication with the most citations, and the keywords that appeared.

Table 1. Number of Publications by Year

No	Year	Amount
1	2024	24
2	2023	18
3	2022	19
4	2021	22
5	2020	13
Total		100

In recent years, there has been a decline in the number of publications related to studies or research on local wisdom-based arts learning, as evidenced by data showing a significant increase in 2024, with 24 publications compared to previous years. Several factors may have contributed to this phenomenon. First, there has been a shift in research focus among academics, with more attention being shifted to new topics deemed more relevant to current technological developments and educational needs. Second, limited resources, both in terms of funding and access to journals and publications, can be a barrier for researchers to produce scientific work. Third, challenges in integrating local wisdom into the broader curriculum and changes in educational policy may no longer support research in this area.

Table 2. Institutions with the Most Documents

No	Institution	Document
1	Universitas Pahlawan Tuanku Tambusai	7
2	Universitas Pendidikan Ganesha	2
3	Universitas Negeri Gorontalo	2
4	Institut Pesantren Mathali'ul Falah Pati	2
5	Universitas Muhammadiyah Mataram	2
6	Universitas Muhammadiyah Tasikmalaya	2
7	Universitas Negeri Semarang	3
8	Universitas PGRI Yogyakarta	2
9	Ideas Publishing	2
10	Institut Seni Indonesia Denpasar	2
11	Asosiasi Pengelola Pendidikan Islam (Permapendis) Indonesia, Provinsi Sumatera Utara	2
12	Universitas Sebelas Maret	3
13	Universitas Sultan Ageng Tirtayasa	3

Several institutions, such as Pahlawan Tuanku Tambusai University and Ganesha University of Education, publish numerous publications related to local wisdom-based arts learning studies because they have a strong focus on research and development in this area. These institutions have study programs integrated with local culture, as well as adequate faculty support and resources to foster research. Furthermore, internal policies that encourage faculty and students to actively publish may contribute to the high number of publications. On the other hand, institutions that publish few publications, such as Gorontalo State University and Sebelas Maret University, face limitations in terms of funding, research facilities, or a lack of interest in this topic. Limited access to resources and collaboration among researchers can also hinder institutions' ability to produce significant publications. These factors suggest that institutional support and academic focus significantly influence the number of publications produced by each institution.

Table 3. Publications with the Most Citations

No	Writer	Title	Year	Journal	Quote	Accreditation
1	Aiman Faiz, Bukhori Soleh	Implementasi Pendidikan Karakter Berbasis Kearifan Lokal	2021	Jinop (Jurnal Inovasi Pembelajaran)	204	Sinta 3
2	Diana Mayasari	Penggunaan Media Audio Visual Berbasis Kearifan Budaya Lokal Pada Anak Usia Dini	2020	Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini	138	Sinta 2
3	Asih Riyanti, Neni Novitasari	Pendidikan Multikultural Berbasis Kearifan Lokal Bagi Siswa Sekolah Dasar	2021	Jurnal Adat Dan Budaya Indonesia	79	Sinta 3
4	Dedy Setyawan, Florentianus Dupo	Strengthening national identity through the learning of east culture-based art education	2020	Harmonia: Journal of Arts Research and Education	9	Q1/Scopus

The table 3. above shows that the most cited publications reflect the authors' significant contributions to the field of arts learning studies based on local wisdom. For example, the article by Aiman Faiz and Bukhor Soleh, entitled "*Implementasi Pendidikan Karakter Berbasis Kearifan Lokal*" in the Journal of Learning Innovation, received 204 citations, demonstrating the research's relevance and impact on the development of character education in Indonesia. This indicates that this topic has attracted not only academic attention but also well-received among education practitioners.

Diana Mayasari's research on "*Penggunaan Media Audio Visual Berbasis Kearifan Budaya Lokal Pada Anak Usia Dini*" also demonstrates the importance of technology integration in learning, which is increasingly relevant in today's digital age. This article contributes to the understanding of how media can enrich the learning experience. These works, accredited with the "Sinta 3" level and published in leading journals, reflect high research quality and contribute to academic discourse and educational practice. High citation rates not only demonstrate peer recognition but also illustrate the relevance and practical application of the research findings in the broader educational context. Thus, these publications serve not only as sources of information but also as catalysts for the application of local wisdom in education, which is crucial for cultural preservation and strengthening local identity among the younger generation.

Keywords related to "Local Wisdom-Based Arts Learning", providing important insights into the focus and trends of research in this area. Nine keywords generally

encompass local wisdom-based arts learning, while for the specific context of elementary schools, the number increases to 23. The increasing number of keywords in elementary schools indicates a greater focus on integrating local wisdom into basic education, reflecting efforts to build a foundation of culture and identity from an early age. This is driven by a growing awareness of the importance of introducing local values to students so they can appreciate and understand their own culture amidst the strong currents of globalization.

Furthermore, the wide variety of keywords at the elementary school level may reflect the diverse approaches and methodologies used by researchers to explore this topic, such as the use of different media, teaching techniques, and local cultural contexts. This suggests that research on local wisdom-based arts learning in elementary schools is not limited to theory but also encompasses practical and innovative applications in the classroom, aimed at increasing student engagement and learning success.

The image below is a visual representation of a network analysis of keywords related to local wisdom-based arts learning, showing the relationships and interactions between various relevant concepts in an educational context.

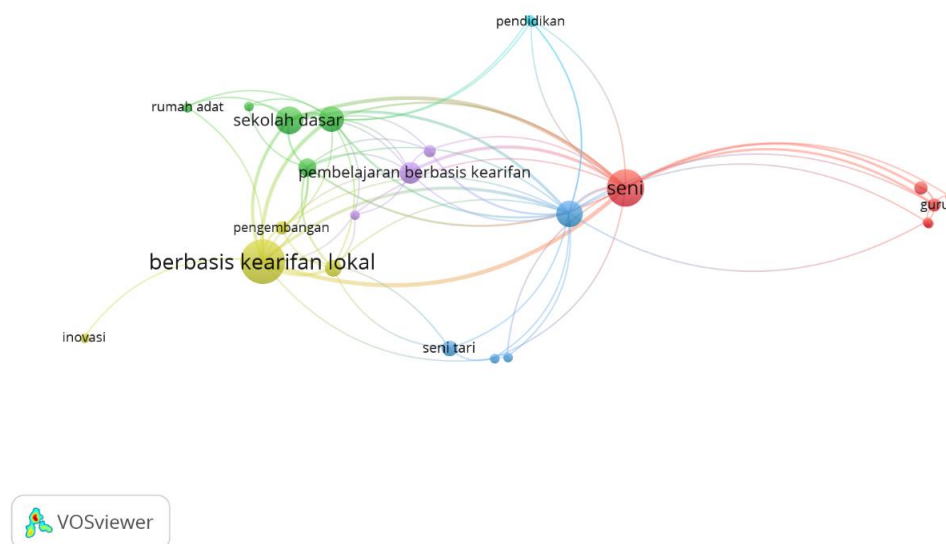


Figure 2. Network Visualization of the Occurrence of Common Keywords

The figure 2 illustrates a network analysis of keywords related to local wisdom-based arts learning. At the center of the network is the keyword "art," indicating the primary focus of this study. From there, other connected keywords emerge, such as "education," "elementary school," and "local wisdom-based," indicating the context and application of arts learning. Words such as "development," "teacher," and "innovation" are also seen, indicating that this research focuses not only on art itself, but also on teaching methods, the role of educators, and innovative approaches that can be used to integrate local wisdom into the curriculum.

The relationships between keywords demonstrate the interconnectedness of these ideas, indicating that local wisdom-based arts learning encompasses multiple aspects, including curriculum development, creative teaching approaches, and its importance in elementary school education. This network reflects the complexity and multidimensionality of the topic and highlights the various factors that can influence the implementation and success of arts learning in local contexts.



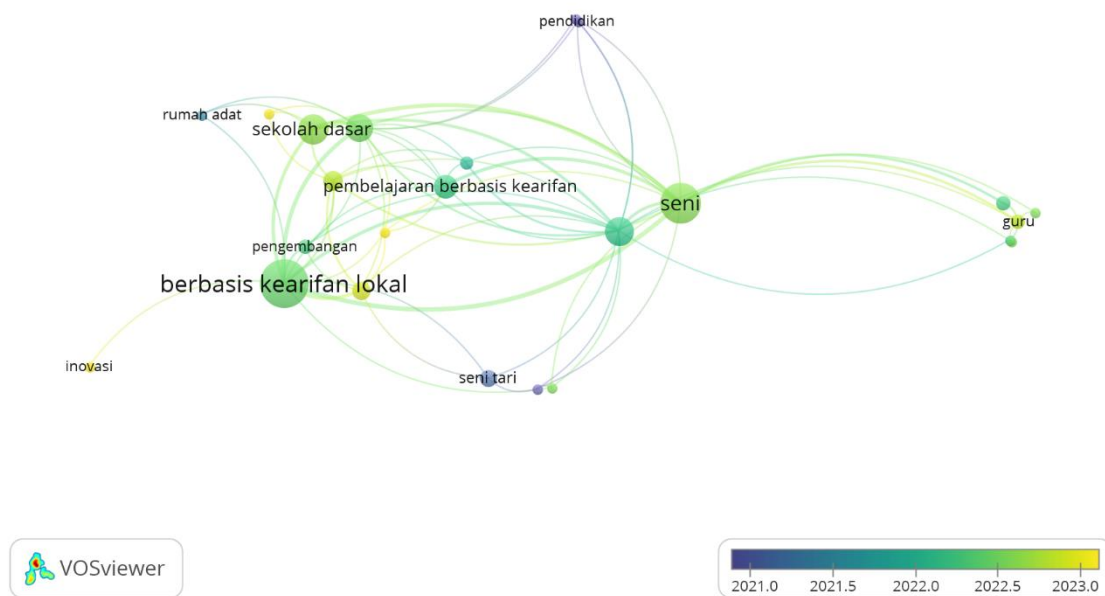


Figure 3. Overlay Visualization of the Co-Occurrence of Keywords Based on 5 Years of Publication

The Figure 3 elaborates is a visualization of a network analysis of keywords related to local wisdom-based arts learning, with an emphasis on the theme's development from 2021 to 2023. The colors in the image indicate the level of interconnectedness and frequency of occurrence of each keyword in the analyzed publications. Furthermore, the color gradients visible in the image indicate the topic's development over time, with a greater focus on specific concepts as time progresses. This reflects trends and changes in research, as well as the growing attention to the integration of local wisdom in arts education. Overall, this image provides an overview of the dynamics and complexity of local wisdom-based arts learning in educational contexts.

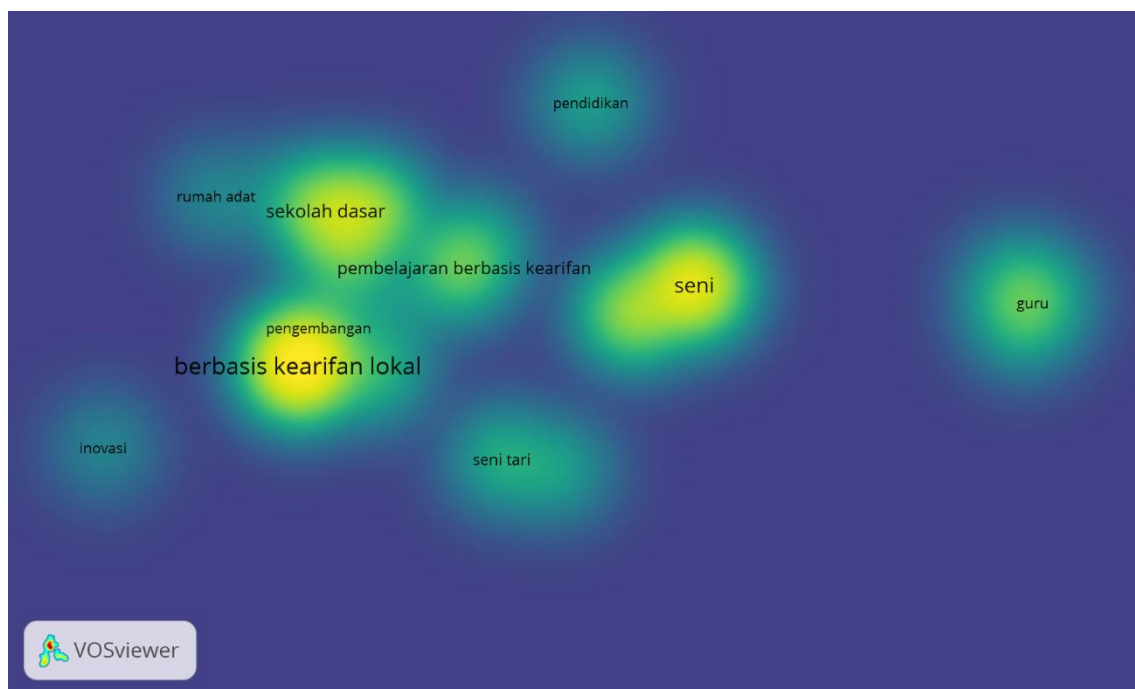


Figure 4. Density Visualization VOS Viewer



The Figure 4 described is a visual representation showing the distribution of keywords related to local wisdom-based arts learning in heatmap form. In this image, key keywords such as "art" and "local wisdom-based" are more prominent, indicated by lighter colors. This heatmap indicates the density or concentration of research surrounding these keywords. Lighter areas indicate areas with more publications or attention, while darker areas reflect less researched themes.

Other keywords, such as "elementary school," "education," "development," and "innovation," also appeared, but with varying intensity. This suggests that while there is a focus on arts and local wisdom, some other aspects of the educational context may receive less attention. This figure provides an overview of the focus and direction of research in the field of arts learning based on local wisdom, and indicates areas that require further exploration. This study examines local wisdom-based arts learning in elementary schools through a bibliometric analysis approach. Arts learning plays a crucial role in shaping students' character and cultural identity. In this context, integrating local wisdom into the educational curriculum is expected to preserve and enhance culture amidst the increasingly powerful influence of globalization.

The analysis results show a significant increase in the number of publications related to local wisdom-based arts education in 2024, with 24 publications. The trend of local wisdom-based arts education presents a new perspective in primary education. Whereas arts education previously focused more on technical skills and aesthetic expression, there is now an approach that emphasizes the connection between art, local culture, and character building in students. A new understanding has emerged from this trend, namely that art not only serves as a means of individual expression, but also as a medium for cultural preservation, strengthening local identity, and instilling values of virtue that are appropriate to the social context of the community. Thus, this research enriches the literature on arts education by demonstrating how local wisdom can be systematically integrated into the teaching and learning process, thereby creating a more meaningful, contextual, and relevant learning experience for primary school students.

This phenomenon may be influenced by a shift in research focus to topics more relevant to current and technological developments, as well as challenges in integrating local wisdom into broader educational curricula. Limited resources, both in terms of funding and access to journals, are also inhibiting factors for researchers. Institutionally, institutions such as Pahlawan Tuanku Tambusai University and Ganesha University of Education were identified as having the most publications. This indicates strong support for research in this area, including study programs integrated with local culture. Conversely, institutions with fewer publications face various challenges, including limited funding and research facilities. Twenty keywords were identified related to local wisdom-based arts learning in elementary schools. This demonstrates the growing focus on integrating local wisdom into education and the importance of introducing local values to students from an early age.

Art is always present in human life. Its presence is universal, anywhere, anytime, and by anyone. There is no culture in the world that does not accommodate the presence of art as an integral part of life (Sinaga et al., 2021). This implies that art is one of the human needs that has no boundaries of place, time, and status. Cross-cultural and historical studies show evidence that any culture always leaves room for the birth of aesthetic expression in the form of diverse works of art with various types, patterns, or styles. This diversity is caused by various factors, such as aspirations, resources, and different needs, both in type and nature as well as quantity and quality (Sinaga, 2020).

The presence of art, in fact, in a broader perspective is not only to fulfill aesthetic needs, but also to fulfill other primary or secondary needs. Art, as one of the elements of culture, is manifested in various objects and events packaged in aesthetic forms. Such forms are created to express feelings, experiences, knowledge, beliefs, and other ideas through symbols controlled by the surrounding culture (Prameswari, 2023). Art as one of the elements of culture, in fact, is a symbol that reflects or expresses the culture itself. Therefore, we can also call art a repository of cultural meaning.

Arts education not only develops creative skills but also creates a space for students to express themselves and understand their cultural context (Steven & Saearani, 2024). By integrating local wisdom into arts learning, students can learn about the values inherent in their culture. This is crucial for cultural preservation, especially amidst the tide of globalization that tends to erode local identities.

The presence or existence of art as an educational tool at least reflects the urgency in shaping students' personalities as a whole. Through art, students are taught to have sensitivity or social awareness as members of society who respect and appreciate the cultural values of their society. In this regard, Sinaga et al. (2021) explains that the reasons for the importance of arts education are based on two main considerations: social and cultural justification and reasons based on personal or psychological interests. In line with this opinion, (Setiaji, 2024) emphasizes that (arts) education aims to fulfill personal needs, foster social awareness, and preserve cultural heritage.

Arts education, as a cornerstone in individual and societal development, aligns with the concept of local wisdom-based learning, which links learning experiences with local cultural heritage. By integrating local wisdom into arts education, students not only meet their personal needs but also understand and appreciate the cultural identities that shape how they interact with the world. This creates a synergy between self-development and the reinforcement of relevant cultural values in the context of everyday life.

Local wisdom is the identity or cultural personality of a nation that causes the nation to be able to absorb, even process culture originating from outside/other nations into its own character and abilities. Viewed that local wisdom is the way people behave and act in response to changes in the physical and cultural environment. A conceptual idea that lives in society, grows and develops continuously in the consciousness of society from that which is related to sacred life to the profane (daily part of life and its ordinary nature). Local wisdom can be understood as local ideas that are wise, full of wisdom, good value, which are embedded and followed by members of society.

Learning by applying local cultural wisdom or what is often called ethnopedagogy can play a role in cultural value-based education for teaching and learning in the context of teaching as cultural activity and the culture of teaching (Muzakkir, 2021). Local wisdom has values that are able to influence the available choices of forms, methods, and objectives of action in a sustainable manner, binding each individual to carry out a certain action; providing direction and emotional intensity and directing individual behavior in everyday situations (Husaini & Hidayat, 2019). Re-elevating local wisdom values as a source of innovation in the field of local community culture-based education, by empowering through the adaptation of local knowledge, including the reinterpretation of contemporary revitalization values, in accordance with local wisdom, with the condition of developing academic concepts and conducting trials of ethnopedagogical models in learning. Local wisdom-based learning implemented through cultural arts learning, both music, dance, and

fine arts at the elementary education unit level provides a more real learning experience in understanding the concepts of traditional arts in a particular region.

There are several other similar studies, for example, research by [Ilhaq & Kurniawan \(2023\)](#) examining effective fine arts education in the modern era must consider cultural heritage while utilizing technological innovation. This research is in line with the bibliometric analysis that aims to identify trends and patterns in research related to local wisdom-based arts learning. On the other hand, the study by [Wahyuni & Mayar \(2023\)](#) exploring the application of traditional arts learning to fifth-grade elementary school students can shape their character in a more positive direction. Students gain many positive things after implementing dance learning in elementary school. In addition to shaping students' character, dance can also train students to learn to respect others, how to practice discipline through dance performances, build students' mental and self-confidence and teach them how to live patiently, learn to love beauty through dance movements and appreciate culture. This supports the bibliometric analysis that shows that art learning not only functions as a medium of expression, but also as a tool to build important character values for students.

In addition, research by [Nurhidayati \(2021\)](#) that dance arts education based on local wisdom can be used as an alternative learning in schools in building national character, including producing competent and dignified generations; reflecting cultural values; participating in building national character; contributing to the creation of national identity; taking part in preserving national culture. This provides a broader context for bibliometric analysis, showing that art learning can contribute to the formation of national identity and cultural preservation. The study [Maidi & Majdi \(2022\)](#) argues that the design of teaching materials based on local wisdom can inspire students to be inspired by their own local culture, because witnessing local culture will give rise to creative ideas and inspiration from students, which will be injected into the teaching materials. Teaching materials based on local culture not only foster a noble value of students, but also increase their awareness of local culture to be preserved and maintained so that it does not become extinct. This reflects the need to develop relevant and contextual teaching materials, which is one of the focuses of bibliometric analysis in understanding the results of previous research.

In the context of local wisdom-based arts learning, some relevant international research includes a study by [Bayode \(2023\)](#), this study emphasizes that the integration of local culture in arts education can strengthen students' identity and increase their engagement in the learning process, showing that when students are connected to their culture, their motivation to participate in arts activities increases. In addition, research by [Gray \(2025\)](#) underscores the importance of a curriculum that is responsive to local contexts. This research shows that developing an arts curriculum that considers local wisdom can enhance students' understanding of cultural values. These two findings align with the results of a bibliometric analysis that demonstrates the need to develop a more contextual and relevant arts curriculum.

Another study by [Bahtiri et al. \(2025\)](#) also shows that the involvement of teaching artists in art education can enrich students' learning experiences and improve their learning outcomes. This is in line with the findings of this bibliometric analysis, which indicates the need to develop a more contextual and relevant art curriculum. In addition, this research [Eisner \(2003\)](#) emphasizes that arts education not only develops creative skills but also creates a space for students to express themselves and understand their cultural context. This supports the argument that integrating local wisdom into arts education can assist students in preserving their culture.

The implications of this study are significant. The findings, which demonstrate the importance of integrating local wisdom into arts education, can serve as the basis for developing a more contextual and relevant curriculum, enhancing students' cultural awareness. Furthermore, by prioritizing local values, arts education can contribute to better character development and help students understand their identity within the broader societal context. This study also opens up opportunities for further research in this area, particularly exploring effective methods for integrating local culture into education. This research can encourage community engagement, where parents and the community play an active role in the learning process, thereby strengthening the relationship between schools and communities.

## Conclusion

This study highlights the importance of local wisdom-based arts learning in elementary schools as an effort to preserve and maintain culture amidst globalization. Bibliometric analysis demonstrates that integrating local wisdom into the curriculum can help shape students' character and enhance cultural awareness. Despite the increasing number of publications in this area by 2024, the study's findings demonstrate significant potential for developing a more contextual and relevant curriculum. Local wisdom serves not only as a cultural identity but also as a source of inspiration that can enrich students' learning experiences. For future researchers, it is recommended to delve deeper into effective methods and strategies for integrating local wisdom into the arts curriculum, particularly at the elementary level. Using an interdisciplinary approach involving other fields of study can create a more holistic and innovative learning model. Furthermore, encouraging community involvement in the learning process, including parents and the community, is crucial for strengthening the relationship between schools and local culture. Researchers also need to pay attention to resource development, both in terms of funding and access to publications, to support quality research. Conducting ongoing evaluations of the implementation of local wisdom-based arts learning will help assess its impact on students' character and cultural awareness.

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