



Bringing the Value of Local Wisdom to Life: Optimizing Indonesian Language Learning with the Problem-Based Learning (PBL) Model

Supriyanto¹ & Farida Nugrahani² & Suwanto Suwanto³

^{1,2,3} Universitas Veteran Bangun Nusantara, Indonesia

Correspondence: Supriyanto, Universitas Veteran Bangun Nusantara, Indonesia

Email: supriyantospd565@gmail.com

DOI: 10.53103/cjess.v5i2.318

Abstract

This research focuses on the content of local wisdom contained in literary works that are used as media as well as learning resources for elementary school students. This study aims to describe the application of the Problem Based Learning (PBL) model in learning based on local wisdom. (2) Describe the content of local wisdom contained in the folklore of Jaka Tarub, Malin Kundang, and Timun Mas and (3) the practical implications are reviewed from the students' learning experience in living the content of local wisdom with the PBL model in Indonesian language learning in grade V of SD Negeri 1 Bangsri Geyer Grobogan for the 2024/2025 school year. The method used focuses on the type of qualitative research with a case study approach. The data used from observations, interviews, and documentation in Indonesian learning are integrated with local wisdom content using the PBL model. Data sources were obtained from students, teachers, and folklore documents titled Jaka Tarub, Malin Kundang, and Timun Mas. Data were collected by observation, interviews, and documentation. The validity of the data was checked using triangulation of methods, sources, and theories. The data is analyzed interactively starting from data collection, data reduction, data presentation, and conclusion drawn. The results of the study explain that learning to learn the content of local wisdom is carried out with the stages of problem orientation, organization of learning about problems, investigation, development of works, and continuous evaluation leading to the content of local wisdom.

Keywords: PBL Model, Folklore, Local Wisdom, Indonesian Language Learning, Elementary School

Introduction

Indonesian language learning in elementary schools has a strategic role in the formation of students' literacy and language skills from an early age. In the national

curriculum, the Indonesian language is not only a means of communication, but also a medium to develop the character, moral values, and identity of the nation. One of the challenges faced in language learning in elementary schools is how to implement a learning model that not only facilitates the achievement of language competence, but also enriches students with an understanding of local values that reflect local wisdom. Learning Indonesian can be associated with the value of local wisdom through literary works that are rich in moral and social values (Abdullah, 2023; Sukendro, 2020). Aspects that can be learned from the existence of local wisdom in a dominant literary work are found in folklore (Gallagher, 2023; Hidayatullah et al., 2023). Likewise, if Indonesian learning is integrated, local wisdom will produce implications as a strengthening of character in line with the values of Pancasila, which starts from the habit of reading and writing from an early age.

The current era of globalization shows that local wisdom is often sidelined by the rapid flow of global information that tends to dominate the mindset of the younger generation. Schools, as agents of social change, have a responsibility to preserve local wisdom by integrating it into learning, especially through Indonesian language subjects. Local wisdom sourced from the implementation of Indonesian learning in elementary schools can be done by utilizing literary works as teaching materials in accordance with learning outcomes (Septina et al., 2024). The literary works referred to here are folklore that have grown in the lives of Indonesian people including, Malin Kundang, Timun Mas, and Shallots and Garlic (Hidayatullah et al., 2023). Literary works in the form of folklore have the advantage of how important it is to understand local wisdom from a broad perspective. As a result, students are able to understand and appreciate in daily life that language is one of the means of developing moral and social values in a sustainable manner. One of the teachers' steps in integrating local wisdom in Indonesian learning with a scientific approach that is considered effective in achieving learning goals in the classroom. The plan is that teachers will apply the Problem Based Learning (PBL) model, where students are encouraged to think critically and creatively in solving real and relevant problems in their lives, including social and cultural problems in the folklore of Malin Kundang, Timun Mas, and Bawang Putih and Bawang Sanh (Mutiaramses & Fitria, 2022; Wicaksono & Irianti, 2022).

The teacher's perspective in leading the learning process at SD Negeri 1 Bangsri Geyer Grobogan, the learning model used is still traditional based on lectures and memorization is often not able to grow students' interest in learning optimally. This condition causes students to tend to be passive and less actively involved in the learning process. This condition is certainly not in line with the content of the curriculum which requires interactive, participatory, and oriented learning towards the development of critical thinking skills (Dewi & Ageng Saepudin, 2024; Mutiaramses & Fitria, 2022; Pratiwi et al., 2023). On the other hand, local wisdom that is so rich and valuable is often

only mentioned briefly in the teaching material without a deep appreciation. In fact, local wisdom is a very important source of learning to shape students' character and strengthen national identity. As the purpose of implementing Indonesian character education, developing educational programs that can educate the life of the nation, one of which is by having a character as a lifelong learner in accordance with the values of Pancasila (Ayub et al., 2023; Widiastuti et al., 2024).

The real conditions in the field until now, SD Negeri 1 Bangsri Geyer Grobogan has implemented various learning models, but most of them are still focused on a teacher-centered approach. The Problem Based Learning (PBL) model has not been fully adopted as a learning strategy for Indonesian subjects, especially with the integration of local wisdom as part of the teaching material. In fact, the PBL model has great potential in actively engaging students in real problem-solving, which is relevant to the context of their culture and daily life. The learning carried out by teachers to students has not fully examined local wisdom sourced from the content of Indonesian subject matter. As a result, students' understanding of the elements of local wisdom has not been maximized. This situation is characterized by students' ignorance regarding moral and social values. The students consider that moral and social values are behaviors that are carried out every day in social life. Aspects that are classified as moral and social values have not been able to be mastered by students. This situation is what tries to make students able to appreciate the elements of local wisdom that can be reviewed from Indonesian subject matter in elementary school.

The Effort to Apply the Problem Based Learning Model in Indonesian learning in grade V of SD Negeri 1 Bangsri Geyer Grobogan for the 2024/2025 school year is expected to have a positive impact on improving students' critical thinking skills, communication skills, and collaboration on the strength of local wisdom materials in the form of moral and social values contained in literary works in the form of folklore. The PBL model is expected to encourage students to be more active in seeking information, analyzing, and solving problems independently and in groups from literary works as teaching materials that must be mastered and understood. Students' understanding is said to be successful if they are able to explore the value of local wisdom contained in the literary work. Therefore, students must be trained from an early age to solve problems scientifically. Reading and writing skills can later develop following the development of each student's intellectual power. In the context of learning Indonesian in elementary schools, local wisdom can be used as a medium to enrich learning materials. Social values such as mutual cooperation, honesty, social concern, courage, responsibility, tolerance, respect for others, and love of the environment are relevant to the formation of the character of elementary school students (Ainia, 2020; Maman, 2014). However, the application of the integration of local wisdom sourced from folklore as part of literature in Indonesian learning in elementary schools through innovative learning models is still minimal.

Teachers' efforts to apply the PBL model in Indonesian learning in grade V of SD Negeri 1 Bangsri Geyer Grobogan by using local folklore are expected to be able to encourage, motivate, and convince that Indonesian learning can have critical and creative thinking criteria. The critical and creative aspects refer to the values of local wisdom in folklore entitled Malin Kundang, Timun Mas, and Bawang Putih Bawang Shal. It is not widely known how the Problem Based Learning Model can be adapted effectively to integrate local wisdom values in Indonesian learning materials in the lower grades by using the folklore of Malin Kundang, Timun Mas, and Bawang Bawang Shal. This is the urgency of this research which is expected to be optimized to associate students with the local socio-cultural context, as well as how the implementation of this model can encourage meaningful and relevant learning for students. Teachers' hopes after applying the PBL model oriented to local wisdom in Indonesian learning in elementary schools, students are able to understand and appreciate moral and social values as a representation of the content of Indonesian learning materials oriented to local wisdom. For this, the gap that occurs in the field, that students are not able to think critically to solve all problems that arise in the process of learning Indonesian in elementary school. This problem is real and is found in Indonesian learning at SD Negeri 1 Bangsri Geyer Grobogan, a grade V student in determining the intrinsic elements of Malin Kundang, Timun Mas, and Bawang Putih Bawang Sanh folklore which has not shown criteria for critical thinking behavior reviewed from an understanding of aspects of local wisdom.

The main problem in SD Negeri 1 Bangsri Geyer Grobogan for the 2024/2025 school year is that Indonesian learning in grade V has not reflected the understanding and appreciation of local wisdom as reviewed from students' ability to speak the language as a form of image of lifelong learners. This shows that students are not able to think critically to solve problems related to aspects of local wisdom contained in literary works in the form of folklore. In addition, teachers have not used literary teaching materials in the form of Malin Kundang folklore, Timun Mas, and Bawang Bawang Shal. The dominant teacher only focuses on the teaching materials that have been presented in the LKS. Therefore, an effective and literate learning strategy is needed for literary works by applying the PBL model oriented to local wisdom in learning Indonesian in grade V. It is hoped that students can think critically and creatively in solving all problems to gain an understanding related to the value of local wisdom that is relevant to the content of literary works contained in learning indicators. The novelty produced in this study is the application of the Problem Based Learning Model which is oriented to local wisdom in elementary schools which is expected to provide students with an understanding of local wisdom contained in folklore. Literary works in the form of folklore are expected to be able to increase students' insights, that the background of the language is a reflection of the local community in matters of historical and practical value as the times develop so that a variety of folklore emerges that can be used as a medium for learning Indonesian in elementary schools.

Several previous studies have shown that the main problem in the classroom is that the value of local wisdom has not been fully integrated into Indonesian learning activities in elementary schools. The students have not shown an understanding of the value of local wisdom sourced from literary works in the form of folk tales of the color lake and the legend of Banyuwangi Car, (2019). Elementary school students can classify several local wisdom contained in it in the form of customs, art, language, culture, and ecological wisdom. Research conducted by Maryati et al., (2022) shows that the PBL model is able to provide an understanding of every problem aimed at understanding the elements of local wisdom in learning Indonesian in elementary schools. The learning is carried out by utilizing literary works in the form of folklore of the Purwokerto region which is still attached to this day. Students are able to explore the essence of moral and social values imbued by the character of each character. Thus, after students learn Indonesian using literary works in the form of folktales with the application of the PBL model, it is hoped that students' cognitive, affective, and psychomotor potential will develop. In addition, students' behavior in language is able to show the value of local wisdom which is reviewed from how to communicate using polite and communicative language. The application of the PBL model in learning Indonesian oriented to local wisdom at Bangsri Geyer Grobogan State Elementary School 1 is expected to be able to answer the challenges of Indonesian learning that is contextual, meaningful, and rooted in local wisdom values in accordance with the content of the curriculum that is being implemented. Therefore, this study aims to describe (1) the application of the PBL model in Indonesian language learning by focusing on the value of local wisdom. (2) Implementation of integrated local wisdom values in Indonesian learning with the PBL model and (3) Constraints and implications of Indonesian language learning with the PBL model oriented to local wisdom in grade V students of SD Negeri 1 Bangsri Geyer Grobogan Academic Year 2024/2025.

Methods

The research method used is a qualitative descriptive type. The results of the research will be described in the form of systematic paragraphs in accordance with the formulation of problems related to the application of the PBL model, the content of local wisdom in the folklore of Jaka Tarub, Malin Kundang, and Timun Mas. This study aims to describe the application of the Problem Based Learning (PBL) model in learning based on local wisdom. (2) Describe the content of local wisdom contained in the folklore of Jaka Tarub, Malin Kundang, and Timun Mas and (3) the practical implications are reviewed from the students' learning experience in living the content of local wisdom with the PBL model in Indonesian language learning in grade V of SD Negeri 1 Bangsri Geyer Grobogan for the 2024/2025 school year. The method used focuses on the type of qualitative research with a case study approach. The case study approach leads to a single problem that occurs

in Indonesian learning in elementary schools which will be solved using the application of a PBL model containing local wisdom from the content of folklore.

The data used from observations, interviews, and documentation in Indonesian learning are integrated with local wisdom content using the PBL model. The observation results contain the state of students in learning to find the content of local wisdom in folklore; how these values were found, and what can be learned from the content of local wisdom contained in the folklore. The results of the interview were related to the teacher's response during the implementation of the PBL model loaded with local wisdom with folklore learning resources. The response is expected to answer the purpose of the problem. Data sources were obtained from students, teachers, and folklore documents titled Jaka Tarub, Malin Kundang, and Timun Mas. Data were collected by observation, interviews, and documentation. Observation refers to the state of students in following the Indonesian learning process using the PBL model, the interpretation of the content of local wisdom in folklore, and the implications produced after studying carefully using the PBL model. The validity of the data was checked using triangulation of methods, sources, and theories. The data that has been collected is checked for up-to-date using a comparison of data obtained both through data sources, data collection, and ends with its relevance to the theory that refers to the research variables. The instruments used are statement sheets, interview sheets, and draft documentation of research activities. The instruments used are as follows.

Table 1: Observation instruments

<i>No</i>	<i>Statement</i>
1.	<i>Teachers use the Problem Based Learning (PBL) Model in classroom learning</i>
2.	<i>Students actively discuss in groups to solve problems sourced from literary works in the form of Malin Kundang, Timun Mas, and Bawang Bawang Shala folklore</i>
3.	<i>Teachers integrate local wisdom values in problem learning materials sourced from literary works in the form of Malin Kundang, Timun Mas, and Bawang Putih Bawang Shala</i>
4.	<i>Students were able to identify problems related to the content of local wisdom sourced from literary works in the form of Malin Kundang folklore, Timun Mas, and Bawang Bawang Shala</i>
5.	<i>Teachers provide feedback on all questions and opinions given by students.</i>
6.	<i>Students show a sense of responsibility in completing group assignments.</i>
7.	<i>Teachers use Indonesian learning media based on local culture.</i>
8.	<i>Students show an understanding of the values of local wisdom sourced from literary works in the form of folklore Malin Kundang, Timun Mas, and Bawang Putih Bawang Shala</i>

Table 2: Teacher interview sheet

<i>No</i>	<i>Question</i>
1.	<i>What do you think about the application of the Problem Based Learning (PBL) Model in Indonesian learning oriented to local wisdom?</i>
2.	<i>What are the steps that you apply in using PBL in the classroom with folklore learning resources Jaka Tarub, Malin Kundang, and Timun Mas?</i>
3.	<i>How do you relate Indonesian learning with local wisdom while using the PBL model?</i>

The data is analyzed interactively starting from data collection, data reduction, data presentation, and conclusion drawn. The data collected was reduced based on the formulation of the problem which was classified into 3 including; the application of the PBL model, the content of local wisdom, and the implications obtained during the learning activity process. The data that has been reduced is presented in a qualitative descriptive manner with details of subheadings that lead to each problem formulation, so that it is expected to be able to answer the research objectives. Finally, in each description of the description in each sub-heading, it is concluded to be the final conclusion of the results of

the research that has been carried out.

Results

The Content of Local Wisdom in the Folklore of Jaka Tarub, Malin Kundang, and Timun Mas

Folklore is one of the effective learning media in instilling moral and social values in students. Folklore can function as an effective learning medium in creating moral and social values. Heritage stories passed down from generation to generation allow students to understand various concepts about life, such as honesty, courage, sincerity, and the consequences of their behavior. In studying PBL, folklore can be a case study that assists students in seeing local values related to their daily lives and their identity. The three folktales selected in this study are Jaka Tarub, Malin Kundang, and Timun Mas. Each contains the idea of moral and social values that distinguish them from the other. The following table 1 summarizes the local values present in each story:

Table 1: Summary of the value of local wisdom in folklore

Cerita Rakyat	Nilai Moral	Nilai Sosial
Jaka Tarub	Honesty, the consequences of lying	Social relationships, responsibilities
Malin Kundang	Filial piety to parents, the result of iniquity	The role of prayer, social solidarity
Timun Mas	Courage, ingenuity in facing challenges	Gotong royong, the relationship between humans and nature

Table 1 shows that the three folktales contain a special moral message. However, in addition, they make it possible to teach children about social and cultural interactions in social life.

1. Jaka Tarub tells children about the importance of honesty and the consequences of lying. Actually, the character who shares the name with the hero commits a moral sin from stealing the angel's shawl. Because of that lie, happiness and harmony disappear in his social life, and he regains it after taking on social responsibility. Therefore, everyone must be aware of the kindness of their actions for others.
2. Malin Kundang teaches obedience to parents and the consequences of disobedience. In terms of social values, the story emphasizes the importance of prayer and social solidarity, as it is the community that must help to maintain a good relationship between a child and parents. The story should be a reflection for students on how respect and love for parents are an integral part of local values.

3. Timun Mas is about courage and wit in the face of adversity. The main protagonist, Timun Mas, outsmarts a giant threat by using what she can find in her surroundings. This episode is social in two respects. The first association is a value, one of which is the role of sociality and friendly relations with nature. Indeed, one of the distinctive characteristics of community in Indonesia is its relationship with nature.

Based on this analysis, it can be concluded that the application of folklore in PBL-based learning will discuss general morals. In this folklore, the results of the discussion discussing moral issues will give students an understanding of their behavior. In addition, it builds students' awareness of social relations and local success because of its role. The results of this discussion are convincing while in line with the educational goals to shape the learning characteristics of students who believe in creativity.

Application of Problem Based Learning (PBL) Model in Local Wisdom-Based Learning

One of the effective strategies is the Problem Based Learning approach in learning Indonesian, because one of the goals is to make students aware of local values in folklore. The PBL model refers to Musna et al., (2021) regarding student behavior in solving problems, this model gives full rights to students with roles: identifying problems, exploring solutions, and also providing a deep understanding by means of investigation and discussion in groups. The researcher uses the folklore of Jaka Tarub, Malin Kundang, and Timun Mas as a learning method that is easily connected with local wisdom. The skills approach emphasizes the five main stages of the PBL learning process: teachers adapt PBL syntax to ensure student engagement. The following are details of the stages in the implementation of the PBL model:

Flowchart of PBL Model Syntax in Local Wisdom-Based Learning

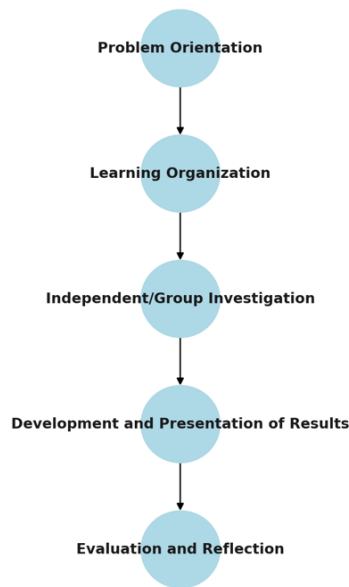


Figure 1: Syntax of PBL Model in Local Wisdom-Based learning

Based on the diagram above, the application of **the Problem Based Learning (PBL)** model in learning based on local wisdom is carried out through five main stages:

a. **Problem Orientation**

- Teachers introduce folklore (*Jaka Tarub, Malin Kundang, Timun Mas*) as teaching materials and relate them to real problems in students' lives.
- Students are invited to understand the main conflict in the story as well as the moral and social values contained in it.

b. **Learning Organization**

- Students are grouped to discuss and explore problems that have been introduced previously.
- Teachers provide initial guidance and equip students with relevant materials so that they can conduct independent investigations.

c. **Self/Group Investigation**

- Students begin to identify the value of local wisdom contained in folklore.
- They look for the relationship between the conflict in the story and real life and how these moral values can be applied in everyday life.

d. **Development and Presentation of Results**

- Each group compiles the results of their discussion in the form of reports, presentations, or creative media such as short plays or posters.
- Students present their findings and give each other feedback to deepen their

understanding.

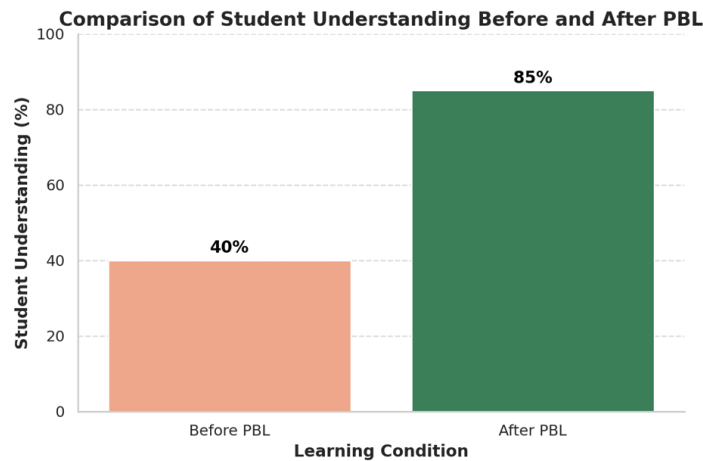
e. **Evaluation and Reflection**

- Teachers and students jointly evaluate the learning process and review how the understanding of local wisdom has developed.
- Students are given the opportunity to express their learning experiences and how they can apply the values they have learned in their daily lives.

The results of the application of the PBL model show that students are more active in analyzing and connecting cultural values in folklore with the social realities they face. This approach also improves critical thinking skills, collaboration, and a deeper understanding of the local culture.

Practical Implications of Learning Experience with PBL Model

The use of Problem-Based Learning (PBL) greatly influenced the students to better understand the moral and social values implemented in traditional folklore. Before implementing PBL, most students did not know and understand the elements of local wisdom that exist in the story of Jaka Tarub, Malin Kundang and Timun Mas. And yet, once I took this approach, students started to understand phenomenally better. To exemplify this growth, the subsequent graph of student understanding at the pre-and post-PBL level.



Graph Analysis

The graph clearly demonstrates that students' comprehension of moral and social values increased significantly following the implementation of the PBL model:

- Before PBL, only 40% of students were able to identify and interpret moral values

in folklore, indicating that traditional lecture-based methods were insufficient in fostering cultural understanding.

- After PBL was introduced, this percentage rose sharply to 85%, illustrating the effectiveness of this student-centered learning approach.

Factors Contributing to the Increase

In addition, the significant increase in understanding achieved by students after PBL is also related to several factors. First of all, because of the approach from the passive lecture method to a more engaged learning method, PBL helps students to learn in a more effective and efficient way. The nature of the PBL method makes it not only help teach the material, but also strengthen their thinking skills. By analyzing live folklore, students no longer limit themselves to receiving information from teachers, but rather begin to think and create their own point of view. Because this knowledge of folklore carries an element of cultural literacy, in this way, children's story sheets not only equip students with knowledge about a particular type of literature, but also help them become integral and moral adults. Second, PBL helps students to be more engaged. Given that PBL allows each student to explain what he or she has learned and analyze it, the students argue and try to understand each other. This makes them feel more involved and truly understand certain aspects of folklore. Because reading traditional folktales involves a large amount of interactive engagement, they become more memorable in their work. It also helps them to get better at forming opinions and stating everything. For example, when they discuss the story of Malin Kundang: in some cases, they may argue that this play seems to take place satisfactorily in reality, while others may think that this caused everyone who was once underprivileged. PBL strengthens students' communication skills and these tools.

Discussion

The findings produced in this study show that there are moral and social values told by the author through inter-character characters (Al-Ma'ruf, 2024; Hanjono et al., 2024). The content of stories used as the object of teaching materials is able to increase students' stimulus in recognizing problems in a scientific and appropriate way (Nugrahani, 2024; Subekti et al., 2024). Another view is also in line with the use of the PBL model as the basis for the formation of student character oriented towards tasks and results (Damayanti et al., 2024; Pratiwi et al., 2024; Sudyana et al., 2024). The results of this study focus on the existence of local wisdom content observed through stories between characters in each story. The moral and social values found in the folklore of Jaka Tarub, Malin Kundang, and Timun Mas are also represented by the results of Al-Ma'ruf's research, (2017); Nugrahani et al., (2024) that the use of folklore as a medium as well as a learning resource can introduce students to how to find information through various processes. The

learning process as evidence of meaningful learning is also explained from the results of the research of Sani et al., (2024); Sariyati et al., (2024) The social and moral value of each literary work is a systematic teaching material and has a high level of reflectivity, so that it can be initiated in groups and individuals. The reflectivity of the characters' stories presented attractively by the author aims to hone for the sake of obtaining optimal reasoning skills (Gunawan & Hasan, 2023; Jumani et al., 2024; Widayati, M, 2024).

The learning process carried out in the classroom is also inspired by daily life which shows how important it is to integrate the content of local wisdom in learning at school. The findings are in the form of a diverse understanding of the position of moral and social values that have been carried out by inter-characters in the folklore of Jaka Tarub, Malin Kundang, and Timun Mas. This situation shows the level of seriousness in learning to achieve optimal understanding based on curiosity in the essence of the content of local wisdom (Nurnaningsih, 2019; Titorini et al., 2024; Widayati et al., 2023). The importance of learning strategies in the era of globalization was also expressed by Novizar, (2022); Purwawijaya et al., (2024) by fulfilling several considerations including the learning curriculum, student culture, school environment, and its relevance to student development.

The findings in the form of moral and social values from events in the folklore of Jaka tarub, Malin Kundang, and Timun Mas are presented based on the character as evidenced by the actions of the main characters. This situation shows the superiority of folklore as one of the learning resources relevant to the academic needs of students (Nursalam et al., 2023; Widayati, 2018). Academic knowledge included in the process of implementing the PBL model oriented to local wisdom lies in the way students recognize problems, organize reflective thinking to conduct investigations, develop solutions as a form of problem solving, It is also explained that the investigation stage is able to support the formation of the character of cooperation and social care in a sustainable manner based on student learning activities. The more activities students do in learning, it is ensured that the student learning experience is always evolving (Gunawan & Hasan, 2023; Nugrahani & Al-Ma'ruf, 2024; Septonanto et al., 2024).

The development of students' learning experiences is influenced by learning habits, in line with the findings that cooperation in solving problems is a characteristic of the PBL model. The content of moral and social values was also found from the results of research by Hidayati et al., (2024); Widayati, (2024) that the content of local wisdom contained in the folklore of the Banyuwangi Legend in the form of honesty, loyalty, sacrifice, belief in the supernatural, natural justice, human relationship with nature, patience and fortitude, ended with the power of love. The content of local wisdom is in line with the importance of instilling knowledge to students related to socio-culture in daily life in various regions (Al-Ma'ruf, 2017; Kurniawan et al., 2024). This can be used as a source of development of representative teaching materials by highlighting the language aspect as an introduction to educating students according to the group's learning style (Rettyaningsih et al., 2024;

Sulistiyorini et al., 2024). The PBL model has practical implications that each individual's thinking always develops following social phenomena in daily life and has the potential to explore the existence of local wisdom content (Damayanti et al., 2024; Nugrahani et al., 2024).

This research uses a PBL model that is focused on solving problems contained in literary works in the form of folklore in elementary schools. The results of the findings in the form of increasing students' interest in reading and writing the content of local wisdom in folklore were also explained by Uswatun Nisa, (2019) the superiority of folklore is not only reviewed from the background of the story and the language used, but the potential content of local wisdom that can be understood by students based on real life. The learning process, which starts from the introduction of problems, is able to solve problems as a form of success in learning Indonesian materials in elementary schools (Damayanti et al., 2024; Sani et al., 2024). In addition, the use of the PBL model oriented to local wisdom also has limitations according to the findings in this study. The limitations are reviewed from the aspect of students who are able to reason critically focusing on the problems they face, besides that students can receive information that is not in accordance with the concept which results in not meeting the learning objectives (Hidayati et al., 2024; Kurniawan et al., 2024). This is explained from the view of Al-Ma'ruf, (2024); Dewi et al., (2024) that the use of the PBL model must be reviewed from the readiness of students to learn both cognitively, affectively, and psychomotor.

Conclusion

The application of the Problem-Based Learning learning model in Indonesian learning based on local wisdom is effective in increasing the moral and social values understood by students. From the results of the study, students who are given an understanding through learning when discussing and practicing critical thinking can internalize ethical learning from one of the folklore materials. The provision of folklore materials from Jaka Tarub, Malin Kundang, Timun Mas is an alternative material that can guide you to relate the past of your life to the folklore taught. In addition to the form of death, each stage given in PBL starting from problem orientation to evaluation and reflection, each student is trained to have independent inquiry skills about the folklore material given. Development of appreciation of cultural heritage and learning experiences that have meaningful relevance for students. The provision of folklore stories can also provide a contextual learning experience for students when they have folklore material to relate to their social and historical lives. That way, PBL will encourage students' academic abilities to be better and be able to shape their character by understanding the cultural background. The achievement of this learning model provides an alternative learning approach that explores that students' interest in learning and critical thinking can be

improved in elementary school.

However, at the same time, the implementation of PBL also has challenges and limitations. One of the main challenges of this model is the limitations of the model's implementation, which requires sufficient facilitation skills of teachers and implies a change from a lecture-based teaching method to a method that gives more freedom to students. For example, some students may find dangerous opportunities to start the learning process, while others may need constant teacher help and support. Further research should focus on an instruction that allows further adjustment of learning more optimally. Also, teachers should use more variety of folklore and digital learning resources to make it more accessible and engaging for students. PBL can be used to develop cultural literacy with character in elementary school, so it is necessary to learn to overcome it.

References

- Abdullah, M. A. R. (2023). Learning Moral Values Through Cartoons for Malaysian Preschool-aged Children. *International Journal of Learning, Teaching and Educational Research*, 22(6), 370–395. <https://doi.org/10.26803/ijlter.22.6.20>
- Ainia, D. K. (2020). Merdeka Belajar dalam Pandangan Ki Hadjar Dewantara dan Relevansinya bagi Pengembanagan Pendidikan Karakter. *Jurnal Filsafat Indonesia*, 3(3), 95–101. <https://doi.org/10.23887/jfi.v3i3.24525>
- Al-Ma'ruf, A. I. (2024). Exploring Ethical Frontiers: Moral Dimensions in the Tapestry of Contemporary Indonesian Literature. *Studies in English Language and Education*, 11(1), 587–604. <https://doi.org/10.24815/siele.v11i1.35142>
- Al-Ma'ruf, A. imron. (2017). Kearifan Budaya Lokal pada Gaya Wacana dalam Novel Ronggeng Dukuh Paruk Karya Ahmad Tohari: Kajian Stilistika. *Prosiding Konferensi Internasional Kesusastraan XXXII HISKI Samarinda, 17-18 November 2023*, 3(1), 19–38.
- Ayub, S., Rokhmat, J., Busyairi, A., & Tsuraya, D. (2023). Implementasi Proyek Penguatan Profil Pelajar Pancasila (P5) sebagai Upaya Menumbuhkan Jiwa Kewirausahaan. *Jurnal Ilmiah Profesi Pendidikan*, 8(1b), 1001–1006. <https://doi.org/10.29303/jipp.v8i1b.1373>
- Car, L. T. (2019). Digital problem-based learning in health professions: Systematic review and meta-analysis by the digital health education collaboration. *Journal of Medical Internet Research*, Vol. 21. <https://doi.org/10.2196/12945>
- Damayanti, L., Widayati, M., & Nurnaningsih. (2024). Pembelajaran keterampilan menulis naskah pidato dengan pendekatan experiential learning pada sekolah dasar. *Pendas Mahakam : Jurnal Pendidikan Dan Pembelajaran Sekolah Dasar*, 12(2), 173–188. <https://doi.org/10.46368/jpd.v12i2.2658>
- Dewi, R., & Ageng Saepudin. (2024). Pengaruh Positif Implementasi Kurikulum

- Merdeka pada Pembelajaran Anak di Ra An-Nur. *Sinar Dunia: Jurnal Riset Sosial Humaniora* ..., 3(1), 156–162. Retrieved from <https://journal.unimar-amni.ac.id/index.php/sidu/article/view/1808%0Ahttps://journal.unimar-amni.ac.id/index.php/sidu/article/download/1808/1445>
- Gallagher, S. E. (2023). Challenge-based learning in higher education: an exploratory literature review. *Teaching in Higher Education*, 28(6), 1135–1157. <https://doi.org/10.1080/13562517.2020.1863354>
- Gunawan, R., & Hasan, M. (2023). Penerapan Model Problem Based Learning Dalam Meningkatkan. *LaGeografia* , 22(1), 12–26. Retrieved from <https://creativecommons.org/licenses/by-nc/4.0/>
- Hanjono, S., Nugrahani, F., & Sudiyana, B. (2024). Cultivating Pancasila Values : Analyzing the Ideology of Diversity in Presidential Speeches and Its Impact on Elementary Education in Indonesia. *AL-Ishlah: Jurnal Pendidikan*, 16(1), 4819–4828. <https://doi.org/10.35445/alishlah.v16i4.5741>
- Hidayati, N., Farida Nugrahani, & Suwanto. (2024). Pengaruh Kemampuan Berpikir Kritis dan Minat Baca Terhadap Kemampuan Literasi Digital . *Didaktika: Jurnal Kependidikan*, 13(3 SE-Articles), 3201–3212. Retrieved from <https://mail.jurnaldidaktika.org/contents/article/view/760>
- Hidayatullah, S., Mulyati, Y., Damaiani, V. S., & Permadi, T. (2023). Analisis Kesesuaian Media Cerita Rakyat Digital dengan Kebutuhan Literasi Emergen. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 7(5), 5269–5282. <https://doi.org/10.31004/obsesi.v7i5.5000>
- Jumani, S., Widayati, M., Nurnaningsih, & Ratnaningsih, S. R. (2024). PEMBELAJARAN MENULIS CERITA DENGAN MEDIA AUDIO VISUAL MELALUI MODEL PROBLEM BASED LEARNING DI SD. *Pendas : Jurnal Ilmiah Pendidikan Dasar*, 09(1), 5143–5154.
- Kurniawan, A., Nugrahani, F., & Widayati, M. (2024). Pembelajaran Bahasa dan Sastra di Era Digital Berorientasi Multikultural. *Prosiding Pertemuan Ilmiah Bahasa & Sastra Indonesia (PIBSI XLVI) Universitas Muhammadiyah Purwokerto*, 20(Pibsi Xlvi), 253–265. <https://doi.org/10.30595/pssh.v20i.1374>
- Maman, R. (2014). Studi Pendidikan Karakter dalam Media (Analisis Nilai-Nilai Pendidikan Karakter dalam Novel Bumi Manusia Karya Pramoedya Ananta Toer). *Journal of Rural and Development*, 5(2), 167–180. Retrieved from <https://jurnal.uns.ac.id/rural-and-development/article/view/818>
- Maryati, Nugrahani, F., & Widayati, M. (2022). Penerapan Problem Based Learning (PBL) Berbantuan Media Kasamsi dalam Pembelajaran Menulis Pantun di SD. *Jurnal Pendidikan Dan Konseling*, 4(5).
- Mutiaramses, M., & Fitria, Y. (2022). Pengembangan Komik Digital Berorientasi Problem Based Learning (PBL) untuk Meningkatkan Literasi Sains Siswa Sekolah

- Dasar. *Jurnal Penelitian Pendidikan IPA*, 8(2).
<https://doi.org/10.29303/jppipa.v8i2.1349>
- Novizar. (2022). Perpaduan Nilai-Nilai Sastra dan Budaya Sebagai Pembentuk Karakter Bangsa di Era Global. *JURNAL PENELITIAN BIDANG PENDIDIKAN*, Vol. 28, p. 32. <https://doi.org/10.24114/jpbp.v28i1.17249>
- Nugrahani, F. (2024). Pengaruh Metode Task Based Language Teaching (TBLT) dan Motivasi Belajar terhadap Keterampilan Menulis Teks Narasi. *Onoma: Pendidikan, Bahasa Dan Sastra*, 10(4), 4508–4520.
- Nugrahani, F., & Al-Ma'ruf, A. I. (2024). Dimensions of Religiosity and Humanity in Indonesian Literature. *Proceedings of 5th Borobudur International Symposium on Humanities and Social Science (BISHSS 2023)*, 1(Bishss 2023), 833–847.
https://doi.org/10.2991/978-2-38476-273-6_87
- Nugrahani, F., Widayati, M., & Sudiyana, B. (2024). Kekhasan Muatan Kearifan Lokal dalam Redaksi Branding Kampung Batik Laweyan Surakarta (Tinjauan Stilistika). *Prosiding Pertemuan Ilmiah Bahasa & Sastra Indonesia (PIBSI XLVI) Universitas Muhammadiyah Purwokerto*, 20(PIBSI XLVI), 89–95.
<https://doi.org/10.30595/pssh.v20i.1308>
- Nurnaningsih, N. (2019). Kearifan Lokal Bahasa Jawa Dalam Tradisi Tingkeban Di Kelurahan Laweyan Kotamadya Surakarta (Sebuah Kajian Etnolinguistik). *Kawruh : Journal of Language Education, Literature and Local Culture*, 1(1), 81–95. <https://doi.org/10.32585/kawruh.v1i1.241>
- Nursalam, Sulaeman, & Latuapo, R. (2023). Implementasi Kurikulum Merdeka melalui Pembelajaran Berbasis Proyek pada Sekolah Penggerak Kelompok Bermain Terpadu Nurul Falah dan Ar-Rasyid Banda. *Jurnal Pendidikan Dan Kebudayaan*, 8(1), 17–34. <https://doi.org/10.24832/jpnk.v8i1.3769>
- Pratiwi, V. U., Nugrahani, F., Widayati, M., & Sudiyana, B. (2024). Meningkatkan Literasi Digital dengan Menggunakan Karakter Wayang untuk Siswa Sekolah Dasar di Kabupaten Sukoharjo. *Prosiding Pertemuan Ilmiah Bahasa & Sastra Indonesia (PIBSI XLVI) Universitas Muhammadiyah Purwokerto*, 20(Pibsi XLvi), 141–147. <https://doi.org/10.30595/pssh.v20i.1315>
- Pratiwi, W. N., Nugrahani, F., & Nurnaningsih. (2023). Peningkatan Kemampuan Berpikir Kritis Siswa melalui Pengembangan Modul Ajar Unsur Intrinsik Cerita Berbasis PBL. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 8(2), 3593–3611.
- Purwawijaya, F., Widayati, M., & Nurnaningsih, N. (2024). Nilai Religius dalam Novel Assalamu'alaikum Beijing Karya Asma Nadia sebagai Materi Penguatan Karakter Profil Pelajar Pancasila bagi Siswa SMA. *JIIP - Jurnal Ilmiah Ilmu Pendidikan*, 7(7), 7070–7078. <https://doi.org/10.54371/jiip.v7i7.4769>
- Harawati Dewi, P., Dahlan, & Maysara. (2024). Penerapan Model Problem Based Learning dengan Media Powtoon untuk Meningkatkan Hasil Belajar Kimia. *Jurnal*

- Pendidikan Kimia FKIP Universitas Halu Oleo*, 9(1), 15–25.
<https://doi.org/10.36709/jpkim.v9i1.75>
- Rettyaningsih, M., Widayati, M., Nurnaningsih, &, Veteran, U., Nusantara, B., Letjen, J., & No, S. H. (2024). Nilai religiositas novel Suluh Rindu karya Habiburrahman El Shirazy: kajian sosiologi sastra dan implementasinya sebagai bahan ajar sastra di SMA. *Diglosia: Jurnal Kajian Bahasa, Sastra, Dan Pengajarannya*, 7(3), 485–500. Retrieved from <https://diglosiaunmul.com/index.php/diglosia/article/view/987>
- Sani, M., Widayati, M., & Nurnaningsih. (2024). Pembelajaran Menulis Teks Prosedur dengan Model Problem Based Learning Berbantuan Media Flipbook Di SD. *Pendas : Jurnal Ilmiah Pendidikan Dasar*, 12(2), 222–236.
<https://doi.org/10.46368/jpd.v12i2.2652>
- Sariyati, S., Widayati, M., Iriani, R., Ratnaningsih, S., Studi, P., Pendidikan, M., Indonesia, B., Pascasarjana, P., & Nusantara, V. B. (2024). Pembelajaran keterampilan menulis permulaan pada sekolah dasar melalui model problem based learning dengan media gambar 1). *HOLISTIK: Jurnal Ilmiah PGSD*, 1, 32–40.
- Septina, G., Setiawan, H., & Munifah, S. (2024). Nilai Sosial dalam Novel Canai Karya Panji Sukma (Kajian Sosiologi Sastra). *Jurnal Bahasa Dan Sastra*, 11(1), 40–46.
<https://doi.org/10.60155/jbs.v11i1.212>
- Septonanto, D., Nugrahani, F., & Widayati, M. (2024). Pengembangan Media E-Lkpd Liveworksheet Soal Hots Untuk Memperkuat Hasil Belajar Siswa Sekolah Dasar. *Jurnal Ilmiah Pendidikan Citra Bakti*, 11(1), 124–138.
<https://doi.org/10.38048/jipeb.v11i1.2315>
- Sipayung, M. E. (2016). Konflik Sosial dalam Novel Maryam Karya Okky Madasari : Kajian Sosiologi Sastra. *Jurnal Ilmiah Kebudayaan SINTESIS*, 10(1), 22–34.
- Subekti, L., Nugrahani, F., & Sudiyana, B. (2024). Implementasi Model SAVI (Somatic , Auditory , Visual , Intellectual) Berbantu YouTube pada Pembelajaran Membaca Puisi di Era Merdeka Belajar Sekolah Menengah Pertama. *Didaktika: Jurnal Kependidikan*, 13(4), 4815–4826.
- Sudiyana, B., Widayati, M., & Nurnaningsih, N. (2024). Communication Strategy in the Speech of the President of Indonesia: As a Strengthening of Representation of Javanese Local Wisdom. *Proceedings of 5th Borobudur International Symposium on Humanities and Social Science (BISHSS 2023)*, (Bishss 2023), 532–540.
https://doi.org/10.2991/978-2-38476-273-6_58
- Sukendro, S. (2020). Using an extended Technology Acceptance Model to understand students' use of e-learning during Covid-19: Indonesian sport science education context. *Heliyon*, 6(11). <https://doi.org/10.1016/j.heliyon.2020.e05410>
- Sulistyorini, T., Widayati, M., & Nurnaningsih. (2024). Pengembangan Bahan Ajar Berbasis Cerita Bergambar Melalui Pendekatan Assure Pada Pembelajaran Menulis Di Sekolah Dasar. *Jurnal Ilmiah Pendidikan Citra Bakti*, 11(2), 551–562.

- <https://doi.org/10.38048/jipcb.v11i2.2724>
- Titorini, E., Widayati, M., & Nurnaningsih. (2024). Persahabatan dan kearifan dalam kumpulan cerpen anak. *Pendas*, 09(1), 600–611.
- Uswatun Nisa, H. (2019). Pengembangan Buku Pengayaan Membaca Sastra Legenda Bermuatan Multikultural. *Jurnal Ilmiah SEMANTIKA*, 1(1), 63–75.
<https://doi.org/10.46772/semantika.v1i1.83>
- Wicaksono, A., & Irianti, N. (2022). Pelatihan Pengembangan Pembelajaran Berorientasi Higher Order Thinking Skills (HOTS) bagi Guru Sekolah Dasar. *Jurnal Pengabdian Masyarakat (Abdira)*, 2(1), 21–26.
<https://doi.org/10.31004/abdira.v2i1.59>
- Widayati, M. (2018). *The Utilization of Information Technology Media in Indonesian Language and Literature Learning*. 175(Icase), 126–128.
- Widayati, Mukti. (2024). Emosi Tokoh Serial Drama Web Series Gadis Kretek: Perspektif David Krech Novi. *Fonema: Edukasi Bahasa Dan Sastra Indonesia*, 7, 185–198.
- Widayati, M. (2024). Never Give Up Attitude in the Novel of Negeri 5 Menara as A Reinforcement of The Pancasila Student Profile. *RETORIKA: Jurnal Ilmu Bahasa*, 11–18. Retrieved from
<https://www.ejournal.warmadewa.ac.id/index.php/jret/article/view/9379>
- Widayati, M., Sudiyan, B., & Nurnaningsih, N. (2023). Muatan Kearifan Lokal dalam Teks Lagu Anak Berbahasa Jawa sebagai Penanaman Pendidikan Karakter di Sekolah. *JENTERA: Jurnal Kajian Sastra*, 12(1), 145–157.
- Widiastuti, S., Harun, H., Cholimah, N., & Tjiptasari, F. (2024). Implementasi Nilai Karakter melalui Pembelajaran Proyek untuk Anak Usia Dini pada Kurikulum Merdeka. *Jurnal Pendidikan Dan Kebudayaan*, 9(1), 85–109.
<https://doi.org/10.24832/jpnk.v9i1.4631>