Islamic Education Learning Model Based on Local Wisdom in Building Students' Religious Identity

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Abstract

This study aims to examine a local wisdom–based Islamic Education learning model in building students' religious identity amid the challenges of globalization and the increasing influence of transnational cultures. The research employed a descriptive qualitative approach, with data collected through observation, in-depth interviews, and documentation studies at Islamic educational institutions that implement local wisdom–based learning. The findings indicate that the development of a learning model integrating local traditions—such as community religious culture, customary values, and socio-religious practices—creates a more contextual, meaningful, and relevant learning process for students. Moreover, the implementation of this model contributes to strengthening holistic religious understanding, enhancing religious attitudes, and fostering a moderate and inclusive religious identity among students. Based on these findings, future researchers are encouraged to conduct comparative studies across diverse local cultural contexts, apply quantitative or mixed-method approaches to measure the empirical impact of the model, and explore the integration of local wisdom–based Islamic Education across different educational levels in order to broaden the generalizability of the results.

Keywords: Islamic Education Learning Model; Local Wisdom; Religious Identity; Islamic Values; Character Education.

Abstract

Penelitian ini bertujuan untuk mengkaji model pembelajaran Pendidikan Keislaman berbasis kearifan lokal dalam membangun identitas keagamaan peserta didik di tengah tantangan globalisasi dan arus budaya transnasional. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan teknik pengumpulan data melalui observasi, wawancara mendalam, dan studi dokumentasi pada lembaga pendidikan Islam yang menerapkan pembelajaran berbasis kearifan lokal. Hasil penelitian menunjukkan bahwa model pembelajaran yang mengintegrasikan tradisi lokal—seperti budaya religius masyarakat, nilai-nilai adat, serta praktik sosial-keagamaan—mampu menghadirkan proses pembelajaran yang lebih kontekstual, bermakna, dan relevan dengan realitas kehidupan peserta didik. Penerapan model ini juga berkontribusi pada penguatan pemahaman agama secara holistik, peningkatan sikap religius, serta pembentukan identitas keagamaan yang moderat dan inklusif. Berdasarkan temuan tersebut, penelitian selanjutnya disarankan untuk mengembangkan kajian komparatif pada berbagai konteks budaya lokal, menggunakan pendekatan kuantitatif atau mixed methods untuk mengukur dampak model secara empiris, serta mengeksplorasi integrasi kearifan lokal dalam kurikulum Pendidikan Keislaman pada jenjang pendidikan yang berbeda guna memperluas generalisasi temuan.

Keywords: Pembelajaran Pendidikan Keislaman; Kearifan Lokal; Identitas Keagamaan; Pendidikan Islam; Karakter Peserta Didik.

Introduction

Islamic education plays a strategic role in developing students' character and religious identity, particularly amidst the developments of the modern era and the challenges of globalization. The increasingly open flow of digital technology and information provides opportunities for the development of religious insight, but on the other hand, it also presents challenges in the form of the potential loss of cultural values, local traditions, and the distinctive Islamic identity of the Indonesian archipelago. In this context, education functions not only to transfer religious knowledge textually but also to preserve the socio-cultural values that have become part of the life system of Indonesian Muslim society. One relevant and contextual approach is the development of a learning model based on local wisdom.(Moh. Rois Abin, 2025).

Local wisdom is the noble values that live, develop, and become the identity of a society. In Indonesian Muslim society, local wisdom is often rooted in religious traditions, social practices, customs, and religious culture formed from the fusion of Islam and Nusantara culture. These values not only serve as cultural identity but also play a role in shaping a moderate, tolerant, and just religious perspective. Therefore, the integration of local wisdom into Islamic education is a crucial step in maintaining and strengthening the sustainability of religious identity in accordance with the nation's socio-cultural context (Saputri & Desstya, 2023).

The local wisdom-based Islamic education learning model provides meaningful learning experiences by connecting religious teachings with the realities of students' lives. Through this model, students not only understand Islam in normative theory but also practice it in everyday social life. For example, through the habituation of mutual cooperation based on the value of Islamic brotherhood, the tradition of tahlilan (religious remembrance of Allah) as a form of dhikrullah and social silaturahmi (religious gathering), or the practice of deliberation (musyawarah) as an implementation of the Islamic value of shura (religious dialogue). These activities build awareness

that Islam is inseparable from culture and community life.(Wafiqni & Nurani, 2019).

Furthermore, the implementation of this model also contributes to the formation of a moderate and inclusive religious identity. Amid the rise of exclusive and radical religious ideologies among the younger generation, strengthening local values is a relevant strategy for instilling attitudes of moderation (tawaassuth), tolerance (tasamuh), moderation (tawazun), and moderation (i'tidal). These values align with the characteristics of Nusantara Islam, which has been a defining characteristic of Islam in Indonesia for centuries.(Septiadiningsih et al., 2019).

Thus, the development of a local wisdom-based Islamic education learning model serves not only as a pedagogical innovation but also as a strategic effort to build students' religious identities rooted in Islamic values and national culture. This research is crucial for an in-depth examination of the concept, implementation, and impact of this learning model in the context of contemporary Islamic education.

Research Methods

This research uses a qualitative approach with descriptive methods. This approach was chosen because the focus of the research is to deeply understand the process of implementing a local wisdom-based Islamic Education learning model and its impact on the formation of students' religious identities. A qualitative approach is considered relevant because it allows researchers to explore meanings, values, and experiences that cannot be measured with numbers or statistical instruments.

The research subjects consisted of educators, students, and other relevant parties at the Islamic educational institution serving as the research location. Subjects were selected using purposive sampling, which involves selecting informants based on specific considerations such as experience, data relevance, and involvement in the learning process. The research location was chosen because the institution has implemented local wisdom-

based learning within its Islamic education curriculum.

Data collection techniques used three main methods: observation, in-depth interviews, and documentation. Observation was used to directly observe the learning process, teacher-student interactions, and activities reflecting the application of local wisdom values. Interviews were conducted to obtain verbal data regarding the informants' understanding, perceptions, and experiences regarding the implementation of the learning model. Documentation was used to collect data in the form of curriculum, school archives, activity photos, and other supporting documents.

Data analysis was conducted through the stages of data reduction, data presentation, and conclusion drawing, as proposed by Miles and Huberman. In the data reduction stage, the information obtained was sorted, sorted, and categorized according to the research focus. The presentation stage was carried out in the form of systematic descriptions, tables, or matrices to facilitate understanding and interpretation. The final stage was drawing conclusions, which involved compiling the research findings comprehensively and connecting them to relevant theories.

To ensure data validity, this study employed source and technique triangulation. Triangulation was conducted by comparing data from interviews, observations, and documentation to ensure greater validity and scientific accountability. With this method, it is hoped that the research will be able to comprehensively describe how local wisdom-based Islamic Education learning is implemented and its role in shaping students' religious identity.

Results and Discussion

Implementation of Local Wisdom-Based Learning Models

The implementation of a local wisdom-based Islamic education learning model is carried out by linking religious subject matter with Islamic values, traditions, and culture that develop in the local community. In the initial stage,

teachers strive to explore religious customs and practices already familiar to students, such as Yasin (the recitation of the Yasin), communal prayer, the tradition of mutual cooperation, and good manners. This approach helps students connect religious theory with the realities of life.so that learning feels closer, more relevant, and easier to understand.(Rahayu, 2022)

In the learning process, teachers apply several main strategies, namely: Contextual Teaching and Learning: lesson material is connected to students' local cultural experiences. Direct practice methods: students are given the opportunity to practice social etiquette, worship, or religious traditions that have positive values. Role modeling and habituation: teachers become models of religious attitudes, politeness, and respect for local traditions.(Intan, 2024)

In addition to these strategies, the socio-cultural environment is also used as a learning resource. Teachers take students to observe community activities, engage in dialogue with religious or traditional leaders, or participate in religious activities with educational value. In this way, learning occurs not only in the classroom but also in the real context of students' lives.

Learning evaluation focuses not only on cognitive knowledge but also includes changes in student attitudes and behavior. Indicators of success include increased religious awareness, the ability to respect local values, and students' consistency in practicing Islamic behavior that aligns with the community's culture.(Pricilia, 2019)

Thus, the implementation of a local wisdom-based learning model provides a more lively, humanistic, and meaningful learning experience. This model helps students develop a strong, moderate religious identity that remains rooted in local culture, as part of the character of Islam Nusantara.

The Role of Teachers in Implementing Learning

In implementing a local wisdom-based learning model, teachers play a crucial role as the center of direction and driving force of the educational process. Teachers serve not only as transmitters of material but also as facilitators, motivators, innovators, and role models in internalizing Islamic

values aligned with local culture. Through this role, teachers ensure that learning is not only informative but also inspiring and relevant to students' lives.First, teachers act as facilitators, helping students understand the relationship between religious teachings and local traditions. They provide space for students to ask questions, discuss, and reflect on their experiences within the context of cultural values and Islamic teachings. In this process, teachers create a dialogical classroom atmosphere, enabling students to feel valued and open to accepting religious values.(Ismiyanti & Afandi, 2022)

Second, teachers also act as role models (uswah hasanah). In the context of Islamic education, exemplary behavior has a significant influence on shaping students' behavior. The politeness, discipline in worship, and respect for local culture demonstrated by teachers serve as concrete examples for students to emulate. These values are more easily ingrained when students see them in practice, rather than simply hearing about them in theory.

Furthermore, teachers function as developers of creative learning. In this role, teachers design learning methods, media, and approaches that accommodate local cultural elements such as moral folktales, community religious traditions, and social practices based on mutual cooperation. This variety of strategies helps students naturally build connections between Islamic values and local culture.(Suhendra et al., 2024)

To clarify the role of teachers in local wisdom-based learning, some of their main functions can be summarized as follows: Integrating local cultural values into Islamic Education materials, Being role models in religious attitudes, behavior, and practices, Creating a learning environment that respects culture and diversity,Develop contextual and applicable learning methods, Conduct assessments that cover aspects of knowledge, attitudes, and religious cultural practices.

By carrying out these roles, teachers not only provide religious knowledge, but also become agents in shaping students' religious identities so that they are in accordance with moderate, inclusive Islamic values and in harmony with local culture.

Student Responses to Learning

Student responses to the implementation of local wisdom-based Islamic education have been positive and enthusiastic. They feel that learning linked to local traditions, cultural values, and religious practices is easier to understand and closer to their lived experiences. This makes learning more meaningful, less abstract, and less about memorizing religious material. As a result, students are more motivated to learn and actively engage in the learning process.(Martawijaya, 2017)

Most students found this approach helped them understand Islamic values in real life. For example, the practice of mutual cooperation (gotong royong), linked to the Islamic value of brotherhood, helped them better understand that Islam governs not only the relationship between humans and God, but also relationships with others. Similarly, local religious rituals, such as tahlilan (religious prayer gatherings), helped students experience a spiritual atmosphere while fostering a sense of togetherness and religious identity as part of the Muslim community.

Student responses can be described through the following tendencies: Increased participation in learning activities, both verbally through discussions and in the form of direct practice, The emergence of a sense of pride in local Islamic culture, because students feel that the traditions they live have a true religious foundation, Changes in attitudes and behavior, such as increased politeness, social empathy, and worship habits, The emergence of moderate attitudes in religion, because this learning encourages tolerance, balance, and respect for differences.(Rezaldi, 2022)

Despite the positive response, there are also some challenges. Some students from diverse cultural backgrounds or influenced by global digital information sometimes experience confusion or question the relevance of local traditions to religion. However, through dialogue, teacher explanations, and engagement in cultural practices, this confusion gradually diminishes.

Overall, student responses indicate that this learning model is not only well-received but also impacts their knowledge, attitudes, and religious identity. In other words, local wisdom-based learning provides a more robust, grounded learning experience that aligns with students' personality development.

Supporting and Inhibiting Factors

In the process of implementing a local wisdom-based Islamic education learning model, several factors influence its success. These factors can be grouped into two categories: supporting factors and inhibiting factors. Both are interrelated and determine the extent to which local culture-based learning can effectively shape students' religious identities.(Ulfa et al., 2025)

The first supporting factor is a school culture and community environment that still maintains local Islamic traditions. Activities such as religious routines, community service, group prayers, commemorations of Islamic holidays, and social interactions based on good manners reinforce learning practices. Furthermore, the support of parents and community leaders is a crucial force because learning takes place not only at school but also within the family and community. Furthermore, the presence of teachers who understand local values and are able to integrate them into learning activities is also a key factor in the success of this model. Several supporting factors can be summarized as follows:A community environment that still maintains local Islamic traditions, Support from schools, parents, and religious leaders, Competent teachers who are accustomed to cultural approaches, Learning resources that are available and relevant to local culture.(Rezkya Nugraha & Deta, 2023).

However, in addition to supporting factors, there are also challenges and obstacles in implementing this learning model. One major obstacle is the diverse cultural backgrounds of students, which means not all students have the same experience with local traditions. Another obstacle is the strong influence of digital technology and global culture, which are changing the

mindsets and behaviors of the younger generation. In some cases, local values are considered outdated or less relevant to today's life.

Furthermore, some teachers still face limitations in implementing culture-based learning innovations. A lack of training, curriculum guidance, and teaching materials based on local wisdom are common challenges. Differing views sometimes arise regarding whether certain traditions are truly aligned with Islamic teachings, necessitating a dialogical approach and in-depth understanding. Broadly speaking, these obstacles can be described as follows: differences in students' cultural backgrounds, the influence of globalization and digital media, limited teacher resources and teaching materials,Differences in interpretation of religious tradition values.(Husen & Putri, 2024).

However, these obstacles do not preclude the implementation of local wisdom-based learning. Instead, they represent challenges that can be overcome through collaboration, teacher training, and strengthening the role of the community. With the right support, this learning model has the potential to continue to develop and contribute to strengthening students' religious character in a contextual and culturally relevant way.

Integration of Local Wisdom as a Contextual Approach

The integration of local wisdom as a contextual approach in Islamic education provides students with the opportunity to understand religious teachings through familiar life experiences and cultures. This approach aims not only to transfer religious knowledge but also to build connections between Islamic concepts and the social realities surrounding students. In other words, learning becomes more meaningful because students can see how Islamic values are applied in everyday life through community traditions. (Jasmine, 2022).

The implementation of this integration is evident in the way teachers connect material on faith, jurisprudence, and morals with cultural values

inherent in the community, such as mutual cooperation, deliberation, respect for elders, and various local religious practices. Traditions like tahlilan (religious gatherings), kenduri (feasts), or communal prayer are even used as case studies to explain the meaning of togetherness, brotherhood, and spiritual values in Islam.making students not only understand the law or evidence, but also know the social and spiritual function of a tradition in the local Muslim community.(Mentodo', 2022).

In a more structured way, the integration of local wisdom as a contextual approach is realized through the following learning aspects:Use of cultural examples as illustrations of teaching materials, Habitual activities that reflect Islamic cultural values, Learning projects based on the environment and traditions, Cultural dialogue between students, teachers and local figures

Through these steps, students can learn using a constructivist approach, building knowledge based on their experiences and life context. This approach also helps students develop a religious identity that is inseparable from local culture, so they grow as moderate Muslims who respect tradition and adhere to Islamic teachings.

Thus, the integration of local wisdom not only strengthens students' understanding of Islamic education materials but also connects religion and culture as a living and evolving whole within society. This approach bridges the textuality of religious teachings and cultural realities, making learning more relevant, contextual, and meaningful for students.

Contribution of Models to Islamic Education Learning

A local wisdom-based Islamic education learning model significantly contributes to strengthening the relevance of religious education to students' real lives. Through this approach, learning focuses not only on cognitive aspects, such as memorizing verses or religious concepts, but also on the affective and psychomotor domains. Local values linked to Islamic principles make it easier for students to understand and internalize religious teachings,

as the material is presented through traditions, culture, and social practices they are already familiar with.(Rahayu & Ruruk, 2024).

Furthermore, this model contributes to building a strong and contextual religious identity. Students view Islam not only as a teaching, but also as aIt's not merely normative, but rather a value system present in the culture and life of society. Thus, learning based on local wisdom can create a bridge between universal Islamic teachings and local values embedded in community traditions, thereby strengthening the religious identity that is formed, making it more relevant and inseparable from its cultural roots.

This model also fosters students' love for local cultures, which may have been marginalized due to the dominance of global culture. When local cultural values are reinforced and linked to Islamic teachings, students feel more proud of their identity and their environment. This contributes to the development of a religious character that is not merely a formality but stems from deep appreciation through cultural practices such as mutual cooperation, deliberation, courtesy, and respect for others.(Nadlir, 2016)

From a pedagogical perspective, this model enriches Islamic education learning strategies with a more creative and participatory approach. Teachers serve not only as transmitters of material but also as facilitators, incorporating experiential learning, interactive discussions, cultural observations, and field studies. Learning becomes more engaging, meaningful, and contextualized as students learn through social realities close to their own lives.

Thus, a local wisdom-based learning model makes a significant contribution to strengthening the quality of Islamic education. It not only helps develop religious knowledge competency but also fosters culturally based religious character, social harmony, and a sense of identity. This contribution makes Islamic education more adaptable to the modern era, without losing its traditional roots and noble values.

Conclusion

A local wisdom-based Islamic education learning model is an effective strategy for building students' religious identity holistically and contextually. Through this approach, Islamic values are not only taught through theory but also internalized through cultural practices, traditions, and social experiences.Close to students' lives. Integrating Islamic teachings with local culture can strengthen religious understanding, foster a sense of belonging to traditions, and create learning that is more engaging, meaningful, and relevant to the needs of the times.

Furthermore, the implementation of this model significantly contributes to the development of students' religious character. The resulting religious identity is not rigid, but rather flexible and respects cultural diversity. Students not only understand Islamic values normatively but can also apply them in their daily lives through local cultural practices such as mutual cooperation, courtesy, deliberation, and tolerance. Thus, Islamic education through a local wisdom approach can be a strategic solution to address the challenges of globalization, modernization, and the degradation of moral values, as it maintains a balance between tradition, religion, and the demands of modern development.

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