



Teacher Empowerment in Digitalization of Local Wisdom - Based Learning

Celia Cinantya¹, Aslamiah Aslamiah², Ahmad Suriansyah³, and Novitawati Novitawati⁴

^{1,2,3,4}Educational Administration Doctoral Program, Postgraduate, Lambung Mangkurat University
Celia.cinantya@ulm.ac.id

Abstract: Research This aiming for describe about How head school Empowering Teachers in implementation digital learning-based wisdom local in Elementary School. Using method study qualitative phenomenology, research This dig teachers' experiences and perceptions regarding implementation harmonious digital technology with values local in the learning process. Subject study This is Head Schools, Teachers and Education Personnel at elementary school Semangat Dalam 2, Barito Kuala Regency. Data collected through interview in-depth, observation, and study documentation. Test the validity of the data using the Triangulation Technique. Data analysis using the Miles & Huberman analysis technique which consists of from data condensation, data presentation, drawing and verifying conclusions. Results Study show that Head School do some of the following strategies: 1) provide motivation to they for follow various activity training, seminars and workshops, 2) Assisting availability means infrastructure adequate technology, 3) provide authority and discretion to the teacher for to design learning, 4) doing cooperation and collaboration with stakeholder's interests and 5) carry out monitoring and evaluation. Based on results study the can concluded that Head School Empowering Teachers in implementation digital learning-based wisdom local with the strategies of enabling, empowering and maintaining.

Keywords: Digitalization, Local Wisdom, Teacher Empowermen

1 Introduction

The world today This facing a revolution Industry 4.0. Analysis conducted by Mckinsey *Global Institute* show that industry 4.0 will own significant and wide- ranging impact especially in industry field work, where robots and machines will reduce amount jobs available all over the world. Therefore that, the perpetrator industry must behave wise and careful towards the era of revolution industry this. In one side, industrial era capable increase efficiency chain manufacturing and quality product through connectivity and digitalization. On the other hand, until in 2030, robots will replace 800 million field Work Because revolution industry this. As a country with force work and numbers high unemployment , things This Can become threat for Indonesia because will create number high unemployment salts indicated that: (a) ICT attitude had no significant impact on digital teaching competence, and ICT skills significantly predicted digital teaching competence, but neither ICT attitude nor skills had a significant direct impact

on empowering students; (b) data literacy significantly predicted digital teaching competence and had a significant direct impact on empowering students; (c) digital teaching competence, as dominant mediator in ICT attitude, ICT skills and data literacy, strongly predicted empowering students. The findings provided valuable evidence for teachers, policymakers, administrators, teacher educators, and teachers to better reimagine the teachers' digital teaching competence. In the future, the teachers' digital teaching competence should become the top priority in teacher ICT training, which was the most direct in [1], [2].

The era of industrial revolution 4.0 demands quality of human resources that is not only intelligent but also have a character that is able to face challenges as well as very tight competition globally. For that, then Indonesian human resources now and for the future come sued own character performance and also character moral values, such as : work hard, disciplined tenacious, no easy surrender, faith and piety, honest, humble heart, polite / moral noble, have competence that is *creative thinking, creativity, communication, and problem solving*, as well ability literacy that is *reading, writing, numeracy, scientific literacy, ICT/ technology skills, language skills, cultural awareness, logical thinking* and ability communication in the global world [3], [4].

Facing global challenges in the era of the Industrial Revolution 4.0, Indonesia must... produce quality human resources through education quality from PAUD level up to College. Education must emphasize development character, competence 21st century, and relevant literacy to be able to compete and adapt in a world that continues changed [5]. Quality of education influenced by various factors, one of which is role head school. As leader, head school own role strategic in build culture positive school, creating environment conducive learning, as well as direct vision and mission Education. Leadership head school play a role in taking decisions that impact quality learning, development teacher professionalism, and participation active students. Head effective school can increase motivation and performance all over element schools, ensuring educational programs walk with good, and to weave cooperation with society. With Thus, the head school become key important in increase quality education. Siagian (2009) state that success or failure experienced by most organization determined by quality leadership possessed by the person entrusted task lead organization that. Ubben and Hughes (1970) confirm that leader school is a very determining factor success school [6].

Head school hold role important and influential in determine atmosphere and climate school. He also plays a role big in increase professionalism and morals of teachers, so that impact straight to quality education and environment conducive learning for student as well as all over inhabitant school [8]. Quality school determined by the professional ability of the head school as responsible leader manage teachers, students and take actions that enable teachers to provide contribution best for achievement educational goals.

Become question big is How head school as leader, expected can develop his school become school excel in the era of revolution 4.0. Facing learning 21st century, where demands about future competencies and characteristics student has 4C, characteristics future jobs IT based and characteristics learning that must be done carried out at school so that it can be play a role in prepare participant educate excess and prosper in the future become challenge separate and management school. In case This head school as a leader at school in order to be able to play an optimal role in preparation participants educate [9], [10].

Digital integration in leadership learning become things to do become attention for head school. Form leadership that benefits digital technology for reach objective organization. This involves understanding deep about the ever-growing digital world develop and ability For using data and technology in taking decision [11], [12].

In theory management quality , involvement member organization is principle important For increase quality [13], [14]. In the context of education, especially related digitalization learning, involvement of teachers and staff education very much crucial. Teachers play a role in design and implement method learning based on technology, while power education support infrastructure as well as operational technical. Involvement they ensure the digitalization process walk effective, relevant and appropriate with need students. In addition , collaboration This increase capacity professional teachers and staff education through training and development , so that school can face the challenges of the digital era with more good , improve quality education in a way overall [15], [16].

Further, involvement of teachers and staff Education This called as Empowerment of teachers and staff education. This is effort strategic for increase capacity, independence, and responsibility answer they in the educational process. Through empowerment , teachers and education staff given opportunity For participate active in taking decision , innovation learning , and improvement quality of education [17], [18]. In particular in the digital era, empowerment This covering training technology, access source power, and support sustainable. With Thus, teachers and education staff No only operate task administrative or instructional, but also become agent changes that are capable adapt with development technology and meet need students, so that education become more effective and quality [19].

Learning based on wisdom local is approach education that combines values, culture and traditions local with modern technology. In the concept This, digital technology such as applications, e-learning platforms, and interactive media used for convey material relevant education with wisdom local. Provide experience learning that is contextual, meaningful, and appropriate with environment social and cultural participant educate is purpose.

This method No only help student to obtain relevant digital skills with the world today this, but also helps they understand and appreciate identity culture they. As example,

folklore, art traditional, or practice environment local can changed become digital form. This can achieved through use of interactive videos, simulations, or Augmented Reality applications [20], [21], [22].

Approach this also opens opportunity collaboration between educators, society local, and expert technology For create content creative and relevant learning. With Thus, learning No only functioning as means of transferring knowledge , but also becomes effort preservation culture local in the middle challenge globalization [23], [24].

Through integration this, learning become more inclusive and sustainable, encouraging student for become responsive individual technology at a time love root its culture. Based on background behind said, research This to study about Teacher empowerment in implement digital learning-based wisdom local in Elementary School.

2 METHOD

Research methods used is study qualitative phenomenology. Research qualitative phenomenology is approach research used For understand experience life someone and how they give meaning to they [25] focus main from study This is For digging and interpreting experience subjective individual in context life they alone , with objective For get understanding base or the core of the phenomenon being studied . Research This dig teachers' experiences and perceptions regarding implementation harmonious digital technology with values local in the learning process. Subject study This is Head Schools, Teachers and Education Personnel at elementary schools Semangat Dalam 2, Barito Kuala Regency. Data collected through interview in-depth, observation, and study documentation. Test the validity of the data using the Triangulation Technique. Data analysis using the Miles & Huberman analysis technique which consists of from data condensation, data presentation, drawing and verifying conclusions [26].

3 Results and Discussion

Teachers in Elementary Schools have not quite enough answer strategic for give base strong education to student they. Children currently through phase development the beginning, which is very important for build knowledge, traits, and skills that will they use in the future. Teachers do not only responsible answer for convey material academic, but they are also responsible answer for help student understand concepts base about counting, writing, reading, and various discipline knowledge others. Skills This is skills important for education advanced [27], [28].

More from that, educator play role important in grow aspect social and emotional students. Through the interactions they have do in class, educator help student Study How socialize, work same, and manage emotion them. For to form student be a

disciplined, confident person yourself, and be responsible answer, this process is very important. The teacher also shows moral examples, such as honesty[29].

On the side others, educators must notice needs and potential unique every student. Teachers must use approach inclusive learning Because every child own speed learning and different interests. In the era of computers and the internet today this , the teacher must utilize technology For enrich the learning process and create experience learning more interesting and relevant for student [30], [31].

As a facilitator, the teacher plays a crucial role in ensuring that the learning process effectively and meaningfully teaches walking. On duty, they convey material using a customized method that is tailored to the stage of development and needs of each student. In elementary school, children are currently in the phase of exploration and the formation of basic abilities, so creative and interactive approaches are key to successful learning. The teacher's creation of a fun and supportive learning environment is crucial. With a friendly atmosphere, full of spirit and free pressure, students will feel comfortable. For learning, ask questions and explore new ideas. This can increase motivation. Study students; help them more easily understand materials, as well as develop a sense of self-trust [32], [33].

In addition, teachers need to be sensitive to the diversity potential and background behind students. Every student has their own method of learning, interests, and unique abilities. Teachers must be capable of recognizing strengths as well as challenging individual students so that they can approach personal and inclusive learning. With this, every student gets a chance to develop in accordance with their respective potentials. Responsibility answer This requires teachers to continuously improve themselves, excel in pedagogy and psychology education, and employ innovative teaching methods. With the role of optimal facilitator, the teacher can help the student not only control material academically but also develop social, emotional, and creative abilities [34], [35].

The teacher plays a crucial role in conserving culture, particularly in the face of globalization's potential to undermine local values. This role becomes particularly relevant in elementary school, as students at this age are still in the process of forming their identities. The teacher's role is to instill values in local culture through a learning process that not only imparts academic knowledge but also strengthens character based on cultural values. In practice, teachers can incorporate local cultural elements into various visual lessons. For instance, teachers can use folk tales, legends, or local traditions as learning materials for language, art, or history. Through this method, students not only study and understand the contents of the material but also know and appreciate the culture's inheritance. The curriculum can incorporate traditional arts like dance, music, or handicrafts to directly involve students' experiences in cultural preservation [5], [36].

Teachers also play a role in planting values in local culture, such as mutual cooperation, respect for parents, tolerance, and love for the environment. Every day, teachers can apply values by setting a good example, being direct, and encouraging collaboration in

the classroom. With this method, students not only understand cultural theory but also apply it in their lives. In the context of conservationist culture, teachers often struggle to bridge the generational gap with local inheritance. This role not only aids in the preservation of identity culture, but also shapes students into confident individuals with deep cultural roots, preparing them for global competition.

In the era of globalization, teachers' role is not only as teachers but also as innovators who must adapt to changes. Due to the swift advancement of technology, teachers must incorporate technology into their teaching methods to stay current and relevant. Technology enables the learning process to become more interactive, creative, and interesting for students, especially young people who grow up in a digital environment [4], [31].

One of the important approaches is learning based on local wisdom, which combines technology with local cultural values. Through this approach, teachers can utilize digital media such as video, animation, or interactive applications to convey material learning rooted in local tradition. For instance, teachers can transform folk tales or traditional art into captivating digital content, enabling students to study while simultaneously preserving their cultural heritage. Approach this: It not only enhances students' digital skills but also fortifies their cultural identity in the context of current globalization. Teachers play a role as a bridge connecting modern technology with traditional values, creating contextual and meaningful learning. With this, students not only become intelligent in an academic and digital way but also have strong character based on local wisdom, ready to face global challenges without losing their teak selves [37], [38], [39].

Research results show that the teachers at elementary school Semangat Dalam 2 have succeeded in integrating digital learning with local wisdom in South Kalimantan. This step is crucial for fostering innovation in the creation of relevant learning that aligns with the demands of the digital era, while simultaneously enhancing the students' cultural identity. Teachers take advantage of digital technologies, such as learning videos, interactive applications, and e-learning platforms, to convey materials rooted in tradition and local culture.

For instance, we adapted South Kalimantan folk tales, like the legend of "Putri Junjung Buih," to create engaging digital learning materials. Students are invited to understand moral values in the story while using interactive media to explore culture. Additionally, digital media, including video tutorials and virtual designs, integrates the practice of traditional art, such as sasirangan (cloth typical of South Kalimantan) and dances, into the art learning process.

Approach this: This approach not only enhances students' comprehension of the material, but also engages them in a manner that preserves their local culture. Utilizing technology provides students with the opportunity to learn more interesting things, while local wisdom strengthens their sense of self-culture. This integration serves as an example of how to implement supportive learning development technology at a time

when safeguarding sustainability culture in the area is a major challenge posed by globalization[4], [40], [41].

There are several strategies carried out by the Head School for Empowering Teachers at elementary school Public Elementary School to digitalize learning based on local wisdom. The head school's first strategy involves educating teachers and staff about the significance of digitalization, which incorporates local wisdom into elementary school learning. We motivate them to participate in various activity-related trainings, seminars, and workshops that focus on digital learning and the integration of local wisdom into learning, particularly in elementary schools. Additionally, these activities will enhance the knowledge and skills of teachers and education personnel in utilizing various types of technology-based platforms and applications for learning.

The second strategy involves Head School's efforts to ensure the availability of facilities and infrastructure that support digital learning. This includes the procurement of computers, laptops, and LCDs, as well as the provision of additional internet bandwidth and electricity in schools. The goal is to ensure the successful and seamless local implementation of digital learning-based wisdom. In this effort, of course, the obstacles faced include financing. We are aware that acquiring land infrastructure technology is not a simple or inexpensive process. However, the head school actively searches for new roads in collaboration with various partners, including parents, community leaders, agencies, and companies, as part of the CSR (Corporate Social Responsibility) initiative.

The third strategy involves head schools granting teachers the freedom and authority to create locally tailored learning that integrates digital wisdom, considering the unique needs and characteristics of their students. The principles of theory management education closely relate to giving teachers the freedom and authority to design learning, also known as teacher autonomy. This is in line with draft School-Based *Management* (SBM), which emphasizes empowering educators to design and implement learning in accordance with the needs of students and the local context. Theoretically, this allows teachers to select the most efficient learning strategies, methods, and media, all while adhering to the curriculum standards. This encourages teachers to become creative and innovative. This aligns with leadership in management education, which employs a transformational support approach for teacher autonomy. Leaders at school's act as facilitators who encourage the innovation and creativity of teachers in creating effective and contextual learning.

There are a number of constraints in implementing digitalization learning based on local wisdom at Semangat Dalam 2 Public Elementary School, including limitations of cost, time, and place. In order to overcome these constraints, the Head School has implemented a fourth strategy, which involves forming partnerships with parents, society, agencies, the government, and surrounding companies to collaboratively support the implementation of digitalization learning based on local wisdom at the school. For instance, addressing financing issues in procurement involves investing in infrastructure technology. To this end, Head School collaborates with the Department of Education and companies through the CSR (Corporate Social Responsibility)

program, providing a number of laptops or computers. The school committee then collaborates with parents and students to assist with the procurement of LCDs. Additionally, the head school establishes partnerships with various community figures, inviting them to serve as sources of activities-based learning wisdom within the local community. For instance, the school invites traditional dance artists from South Kalimantan to instruct teachers and students in dance movements and songs. Other collaborations with businessmen are aimed at crafting the savior in the visiting program, which takes students to the craftsmen's location in Sasirangan. The purpose Not only introduce students to the local South Kalimantan culture, but also introduce financial literacy to them.

The fifth strategy involves having the head school conduct monitoring and evaluation. The elementary school Semangat Dalam 2 implements digitalized learning based on local wisdom. Additionally, the principal's direct monitoring ensures that the school provides teachers with timely and appropriate support. This enables the head school to directly observe the integration of digital technology and local wisdom in learning, and to comprehend the challenges teachers encounter. Regular evaluations offer teachers the opportunity to receive feedback, which is crucial for restoring sustainability. Feedback Feedback assists teachers in identifying areas that require improvement and in sharing their successes, thereby boosting their motivation and spirit at work. Evaluation also enables progress towards the established goals, guaranteeing the relevance and effectiveness of all efforts.

Empowerment of employees in theory management quality is a strategic process that aims to increase engagement, motivation, and performance of employees through various managerial practices and policies [13], [42], [43]. In the context of integrating digital learning based on wisdom, the empowerment of local teachers plays a crucial role in its implementation. As the strategy is implemented, the head school will provide teachers with an understanding of the importance of technology and local cultural values in learning through activity training, seminars, and workshops, while also ensuring the availability of facilities and infrastructure supporting technology. The school is making a concerted effort to establish supportive conditions and an environment that fosters the development of professional teachers, equipping them with the necessary information, skills, and tools for success. This aligns with the concept of "enabling" within the context of employee or teacher empowerment, which refers to the process of providing the necessary power, support, and opportunities for individuals to perform tasks with effective and achievable potential. Concept The underlying principles of empowerment are not just about granting authority or providing inadequate answers, but also about fostering an environment that supports and facilitates achievement [44], [45].

The head of the school endeavors to empower the teacher, either individually or in a group, to take charge of their own learning by granting them autonomy in designing lessons based on the needs and characteristics of the participants, educating them, and promoting collaboration with stakeholders. This involves granting the teacher the authority to make decisions and fostering an increase in self-confidence, creativity, and innovation. This is in line with the empowering concept. Empowering through

autonomy and trust allows teachers to experiment with new approaches without being afraid of failure. Supportive environment: This emphasis on experimentation and learning from mistakes is crucial for sustainable innovation. Finally, when teachers feel empowered and supported, they can implement combined learning, digital technology, and local wisdom more effectively, resulting in a richer and more contextual education for students [18], [46], [47].

Regular monitoring and evaluation strategies help ensure consistency and quality implementation. The head school can guarantee the maintenance of standards and the sharing of best practices among teachers. This is creating a culture of transparency and accountability, where teachers feel supported and appreciated for the effort they put in. Overall, direct monitoring and routine evaluation of head school is an important tool in maintaining teacher empowerment, ensuring that they keep going, grow, and succeed in integrating digital technology and local wisdom in learning [48]. This aligns with the notion of sustaining significant teacher empowerment within a specific context and guaranteeing the ongoing impact of previous efforts. This involves taking actions to ensure that teacher motivation, performance, and welfare remain optimal. The focus is on maintaining conditions that allow teachers to keep going, grow, feel appreciated, and contribute in a maximum way in the educational environment [49], [50], [51].

4 Conclusion

Based on the study's results, it can be concluded that the head of School Head Spirit Dalam State Elementary School 2 Barito Kuala Regency empowers teachers to implement digital learning based on local wisdom, using a strategy of enabling, empowering, and maintaining. The implementation of the teacher empowerment strategy involves 1) motivating them to participate in various activities such as training, seminars, and workshops; 2) ensuring the availability of adequate technology infrastructure; 3) granting the teacher the authority and discretion to design learning; 4) engaging in cooperation and collaboration with stakeholders; and 5) conducting monitoring and evaluation.

References

1. R. Amelia, A. SURIANSYAH, Aslamiah, and Ngadimun,; *Int. J. Innov. Creat. Chang.* **5**(5), (2019).
2. A. Aslamiah, E.W. Abbas, and M. Mutiani,; *Innov. Soc. Stud. J.* **2**(2), 82–92 (2021).
3. Wibisana, A. W.: Developing the integrity of corruption crime judges: evidence in Indonesia. *International Journal of Research in Business and Social Science* (2147-4478), **12**(9), 460-476. (2023).
4. Jannah, R.: Islamic Education Character Education Concepts. *DIROSAT: Journal of Education, Social Sciences & Humanities*, **1**(1), 7-12. (2023).
5. González-Pérez, L. I., & Ramírez-Montoya, M. S.: Components of Education 4.0 in 21st century skills frameworks: systematic review. *Sustainability*, **14**(3), 1493. (2022).

6. Chekol, T. G.: PERCEIVED EFFECTIVENESS OF SCHOOL LEADERSHIP ON STUDENTS' ACADEMIC ACHIEVEMENT IN GOVERNMENT SECONDARY SCHOOLS OF EAST HARARGHE ZONE, OROMIYAA REGIONAL STATE (Doctoral dissertation, Haramaya University). (2022).
7. Kilag, O. K. T., Uy, F. T., Calledo, M. F. S., Cerna, Y. T. D., Villanueva, K. M., & Angtud, N. A. A.: Quality performance of teachers: work environment, work attitude, and principal supervision: qualitative investigation. *Science and Education*, 4(7), 415-429. (2023).
8. I.W. Sudika,: J. Pendidik. Dasar 1(2), 113–124 (2020).
9. A. Nursiyafa,: J. Pendidik. Kewarganegaraan 6(2), (2019).
10. Noorhapizah, R. Purwanti, A. Suriansyah, Aslamiah, R. Amelia, and A.R. Agusta,: "intgerating ICT (English Conversation Practice) in Online English Learning for Student at PGSD LAbung Mangkurat University," in *13th Annu. Int. Conf. Educ. Res. Innov.*, (2020).
11. M. Septiana, and D. Hidayati,: Manaj. Pendidik. 17(2), (2022).
12. P. John, and P. Balasubramanian,: *Total Quality Management in Indian University Libraires* (MJP Publisher, 2019).
13. Saffar, N. A. G. A., & Obeidat, A.: The effect of total quality management practices on employee performance: The moderating role of knowledge sharing. *Management Science Letters*, 10(1), 77-90.
14. I. Berkovich, and T. Hassan,: Educ. Manag. Adm. Leadersh. 52(4), 934–954 (2024). (2020).
15. S. Wahyuni, A.N. Ihsan B, N. Febrianti, M. Ilham, and S. Suryani, Abdi Masy.: 5(2), (2023).
16. Kilag, O. K., Tokong, C., Enriquez, B., Deiparine, J., Purisima, R., & Zamora, M.: (2023). School Leaders: The Extent of Management Empowerment and Its Impact on Teacher and School Effectiveness. *Excellencia: International Multi-disciplinary Journal of Education (2994-9521)*, 1(1), 127-140. (2023).
17. B.I. Suwandayani, Y.P. Wardoyo, F.A. Tiza, N.M. Safitri, K.P. Hadi, A. Handayani, and U.N. Hidayati,: E-Amal J. Pengabd. Kpd. Masy. 2(1), (2022).
18. S. Sulistyaningsih, D. Notosudjono, and O. Sunardi,: Int. J. Soc. Heal. 2(8), (2023).
19. R. Baron, S. Suwarsito, C. Chodidjah, and V.L. Lestari,: AL-ISHLAH J. Pendidik. 14(4), (2022).
20. S. Rustiyanti, W. Listiani, F.D. Sari, I.B. Gede, S. Peradantha, and P.A. Budaya,: J. Budaya Etn. 3(2), (2020).
21. Sarbaini, Jumadi, E.W. Abbas, and I. Rajiani,: Polish J. Manag. Stud. 20(1), (2019).
22. Maimunah, and C. Cinantya,: Bubungan Tinggi J. Pengabd. Masy. 3(3), (2021).
23. N. Novitawati, and C. Anggreani,: J. Obs. J. Pendidik. Anak Usia Dini 6(1), 220–230 (2021).
24. Williams, H.: The meaning of "Phenomenology": Qualitative and philosophical phenomenological research methods. *The Qualitative Report*, 26(2), 366-385. (2021).
25. Kalpokaite, N., & Radivojevic, I.: Demystifying qualitative data analysis for novice qualitative researchers. *The Qualitative Report*, 24(13), 44-57. (2019).
26. Fisher, D., & Frey, N.: Better learning through structured teaching: A framework for the gradual release of responsibility. ASCD. (2021).
27. Sprott, R. A.: Factors that foster and deter advanced teachers' professional development. *Teaching and teacher Education*, 77, 321-331. (2019).
28. Birhan, W., Shiferaw, G., Amsalu, A., Tamiru, M., & Tiruye, H.: Exploring the context of teaching character education to children in preprimary and primary schools. *Social Sciences & Humanities Open*, 4(1), 100171. (2021).
29. A. Aslamiah, C. Cinantya, and W.R. Rafianti,: Bubungan Tinggi J. Pengabd. Masy. 5(1), 143 (2023).

30. Serrano, D. R., Dea-Ayuela, M. A., Gonzalez-Burgos, E., Serrano-Gil, A., & Lalatsa, A. Technology-enhanced learning in higher education: How to enhance student engagement through blended learning. *European Journal of Education*, 54(2), 273-286. (2019).
31. H. Bandaso, A. Sinring, and P.E. Luansi Ero, J. Tunas Bangsa **10**(2), 105–121 (2023).
32. D. Hartanti, Pros. Semin. Nas. PEP 2019, (2019).
33. Doyle, T. Helping students learn in a learner-centered environment: A guide to facilitating learning in higher education. Taylor & Francis. (2023).
34. M. Marwanto, As-Sibyan **4**(1), (2021).
35. A. Suriansyah, Aslamiah, and R. Amelia, SEA-CECCEP **2**(01), (2021).
36. A.N. Aribowo, T. Nugroho, J. Wahono, R.S. Fauziah, and S.O. Lestari, Ulumuddin J. Ilmu-Ilmu Keislaman. **13**(2), 327–342 (2023).
37. N. Hikmah, F. Anjaswuri, D. Seful Zen, D. Destiana, A. Wijaya, R.A. Gani, N. Deas Maharani, and Y. Mulyawati, J. Pengabd. Kpd. Masy. Nusant. **5**(1), (2024).
38. Lase, M. P. S., Waruwu, Y., Harefa, A. T., & Telaumbanua, Y. A. AN ANALYSIS OF TEACHERS’DIFFICULTIES IN INTEGRATING LOCAL WISDOM IN ENGLISH LANGUAGE TEACHING AT SMK NEGERI 3 LAHEWA. *Inovasi Pembangunan: Jurnal Kelitbangan*, 12(03). (2024).
39. D.P. Ratri, F.E. Rahmawati, P.A. Tyas, and M. Safitri, J. Gramaswara J. Pengabd. Kpd. Masy. **3**(2), (2023).
40. S. See, Pros. Webinar Nas. IAHN-TP Palangka Raya **3**, (2021).
41. J.K. Gurmani, N.U. Khan, M. Khaliq, M. Yasir, A. Obaid, and N.A.A. Sabri, “Sustainability **13**(10), 5594 (2021).
42. K. Kõiv, K. Liik, and M. Heidmets, Int. J. Educ. Manag. **33**(7), (2019).
43. E.I. Ahmed, Manag. Educ. **38**(1), (2024).
44. N.K. Savitri, and Y. Komalasari, J. Ekon. Dan Pariwisata **16**(2), (2021).
45. R. Lin, J. Yang, F. Jiang, and J. Li, Educ. Inf. Technol. **28**(3), (2023).
46. C. Suwandan, CENDEKIA J. Ilmu Pengetah. **1**(2), (2021).
47. W. Warman, EduLine J. Educ. Learn. Innov. **2**(4), (2022).
48. Irwansyah, and S. Hardiah, Int. J. Learn. Teach. Educ. Res. **19**(10), (2020).
49. D.L. Pasternak, S.D. Harris, C. Lewis, M.A. Wolk, X. Wu, and L.M. Evans, Teach. Teach. Educ. **122**, (2023).
50. A. Zahed-Babelan, G. Koulaei, M. Moeinikia, and A.R. Sharif, Cent. Educ. Policy Stud. J. **9**(3), (2019).

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

