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Development of an Effective Curriculum for United Kingdom Language Learning Based on Local Wisdom

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ABSTRACT

Background. The development of an United Kingdom language learning curriculum that is relevant to the local context is a challenge in the world of education, especially in Indonesia which is rich in local culture and wisdom. United Kingdom language learning has tended to adopt global standards without paying attention to students' cultural backgrounds, making it less relevant for students in areas with strong cultures. In this context, the development of a curriculum based on local wisdom is expected to increase student engagement and the quality of United Kingdom language learning.

Purpose. This study aims to develop an effective United Kingdom curriculum by integrating elements of local wisdom, as well as evaluating the impact of the implementation of the curriculum on students' motivation and language skills.

Method. This study uses a qualitative method with a case study approach, involving five schools in rural and urban areas. Data were collected through interviews, classroom observations, and questionnaires given to 100 students and 10 teachers.

Results. The results of the study show that the integration of local wisdom in United Kingdom language learning increases student motivation and participation, especially in rural areas. Students in urban areas tend to need materials that combine more local and global aspects. Teachers face challenges in finding suitable teaching materials, but in general this approach is considered effective.

Conclusion. The conclusion of this study is that the curriculum based on local wisdom is able to increase the relevance and effectiveness of United Kingdom language learning. However, flexibility is needed in its application so that it can be adjusted to the needs of students in various regions.

KEYWORDS

Curriculum Development, Local Wisdom, United Kingdom Language Learning

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INTRODUCTION

The development of an effective curriculum for United Kingdom language learning based on local wisdom is one of the innovative approaches in the world of education (Adilah et al., 2023). United Kingdom language learning, which has been referring to global standards,



often does not pay attention to the local context, which is an important part of students' cultural identity. Thus, the integration of local wisdom in the curriculum is expected to be able to provide new colors that are relevant to the social and cultural environment of students, without reducing the quality of foreign language learning (Sihite et al., 2021).

United Kingdom, as an international language, plays an important role in the world of globalization. However, its application in various parts of the world, including Indonesia, is often not adapted to the local cultural context (Hewett, 2020). Local wisdom, which includes cultural values, traditions, and social practices in the community, has great potential to be utilized in the language learning process. This approach will create a closer relationship between the subject matter and students' daily lives (Suharti et al., 2022).

Knowledge of local wisdom has been widely known in various regions in Indonesia. Each region has unique values that are passed down from generation to generation, and this can be a very rich resource to develop in the learning process (Jisu, 2020). By incorporating elements of local wisdom into the United Kingdom curriculum, students not only learn the language, but also understand and appreciate their own culture as well as global culture in a more balanced way (Silvana, 2024).

In learning based on local wisdom, the methods and materials presented are more relevant to the students' life experiences. This is important because contextual material will be easier to understand and apply in daily life. In addition, this approach also provides a sense of pride in local cultural identity in the midst of strong globalization currents, which often marginalize local culture (Ramli & Ahsanurrijal, 2023).

Efforts to develop an United Kingdom language curriculum based on local wisdom require in-depth research on various local traditions, folklore, and cultural practices that can be used as teaching materials (Kaya, 2019). The selection of this material must be done carefully to suit the purpose of learning the United Kingdom, without eliminating the essence of local wisdom itself (Mardhotillah et al., 2023).

This approach also demands close collaboration between educators, curriculum developers, and local communities. With the active involvement of various parties, the resulting curriculum will be richer and have high relevance (Aspiranti, 2022). The development of this kind of curriculum is expected to be a solution to improve the quality of United Kingdom language learning in Indonesia, while preserving the richness of local culture (Smith, 2024).

The development of a curriculum based on local wisdom for learning English in the United Kingdom still faces a number of challenges that have not been fully solved. Although the potential of local wisdom as a teaching material has been recognized, there has not been much research that has explored in detail how local cultural values can be effectively integrated into United Kingdom language learning (Alburo, 2019; Juybari, 2020). There is a gap in understanding the best method to combine these two elements without sacrificing one aspect, be it language skills or appreciation for the local culture.

It is not known exactly to what extent the integration of local wisdom is able to increase the effectiveness of United Kingdom language learning. The question of the effectiveness of this approach in helping students master a foreign language, while still enriching their knowledge of the local culture, is still a matter of debate. Without sufficient empirical evidence, it is still difficult to assess how much impact this merger will have on students' language skills, especially in a highly competitive global context (Bakić-Mirić, 2021, 2021; Peltzer, 2022).

Not all local wisdom values are easily translated into United Kingdom teaching materials. There is a gap in understanding how to select and compose materials that still maintain the essence

of local culture without making the process of learning a foreign language itself difficult. The absence of clear guidelines on how this process can be carried out systematically is one of the obstacles in the development of a more effective and relevant curriculum (Chen, 2024; Cil, 2022).

Further studies are needed on the long-term impact of local wisdom-based learning on students' United Kingdom language skills. Current research is still limited and does not provide a comprehensive picture of the results of this approach. Thus, there is a deep research gap regarding the methods, effectiveness, and impact of this approach is a challenge that must be overcome to ensure that the development of a curriculum based on local wisdom truly contributes positively to United Kingdom language learning in Indonesia (Cirocki, 2019; Solikhah, 2019).

The development of an effective curriculum for United Kingdom language learning based on local wisdom needs to be carried out to answer the needs of education that is more contextual and relevant for students. Given the importance of the United Kingdom language as a global communication tool, the integration of local wisdom can be a bridge to associate foreign language learning with cultural experiences that are close to students' lives. This kind of curriculum can make learning more meaningful, make it easier for students to understand the material, and build a sense of pride in their cultural identity (Suwito, 2019).

The importance of filling the gap in research and the implementation of local wisdom-based curriculum lies in the need to improve the effectiveness of learning. When the curriculum is adapted to familiar values and experiences for students, the learning process becomes more relevant and enjoyable. In addition, the incorporation of local wisdom can also preserve local cultures that are increasingly marginalized in the era of globalization, so that students not only become competent in United Kingdom, but also stay connected to their cultural heritage (Kerslake, 2022).

The application of a curriculum based on local wisdom in learning United Kingdom is expected to answer existing challenges, including the lack of relevance of teaching materials to students' daily lives. With in-depth research and proper development, this curriculum will be able to create a learning environment that is not only effective in foreign language mastery, but also enriches students with in-depth cultural knowledge.

RESEARCH METHODOLOGY

This study uses a qualitative research design with a case study approach to develop an effective curriculum in United Kingdom language learning based on local wisdom (Al-Kuwari, 2021). The focus of this study is to identify relevant elements of local wisdom as well as how they can be effectively integrated in the teaching of the United Kingdom. The case study was chosen because it allows for in-depth research into the implementation and effectiveness of the curriculum in specific schools that are the subject of the study (Ewing, 2020a).

The population of this study is United Kingdom teachers and students in junior high schools who are in areas with a wealth of diverse local wisdom. The sample was taken using the purposive sampling technique, which selects schools in rural and urban areas that have different local cultural characteristics. The number of samples involved in this study includes five schools with a total of 100 students and 10 teachers who will participate in interviews and observations (Loewen, 2019).

The instruments used in this study include semi-structured interview guides, class observation sheets, and questionnaires to collect data from students and teachers (Bordeleau, 2021; Burgette, 2019). The interview was conducted to obtain in-depth information about the views of teachers and students regarding the integration of local wisdom in United Kingdom language learning. Observation sheets are used to observe the implementation of learning in the classroom, while

questionnaires are used to measure students' perception of materials based on local wisdom (Ewing, 2020b).

The research procedure begins with the data collection stage through interviews with teachers and students at selected schools. After that, class observation was carried out to see how teachers apply an approach based on local wisdom in teaching United Kingdom (Cian, 2021; Compaore, 2023). The data collected from interviews and observations are then analyzed qualitatively to find patterns that can be used in the development of a more effective curriculum. The results of this analysis will be the basis for designing relevant and contextual curriculum models for students (Zhang, 2021).

RESULT AND DISCUSSION

The study involved 100 students and 10 teachers from five junior high schools located in a region with rich local wisdom. Statistical data on students' and teachers' perceptions of United Kingdom language learning based on local wisdom were measured through questionnaires and interviews. Out of a total of 100 students, 70% stated that they felt more motivated when the United Kingdom learning materials integrated elements of local culture. In addition, 80% of teachers stated that the integration of local wisdom helps students understand United Kingdom material better.

Respondent Category	Sum	Positive Perception (%)	Negative Perception (%)
Student	100	70	30
Teacher	10	80	20

This data shows a positive trend towards learning based on local wisdom, although there are still a small number who have not benefited from this approach. Most of the students who responded positively came from rural areas, while negative responses were more found in students in urban areas who were more exposed to global cultures.

The findings from the table above show that most students and teachers respond positively to the development of a curriculum based on local wisdom. Students feel more connected to the subject matter because of the relevance between the lesson and their daily lives. Teachers, on the other hand, find that this approach makes the learning process easier because students are more enthusiastic and engaged in class discussions when the material relates to their culture.

However, there are some students who still find it difficult to adjust to this approach, especially those who live in urban areas. Students in urban areas tend to be more familiar with learning materials that are global in nature and may feel that materials based on local wisdom are less relevant to their international aspirations. This raises questions about how this approach can be tailored to remain relevant for students from different backgrounds.

The data also shows that teachers face challenges in finding teaching materials that are in accordance with United Kingdom learning standards, as well as containing elements of local wisdom. This shows that although the local wisdom-based approach is well received, there are still difficulties in its implementation across the classroom.

In class observation, it can be seen that students participate more actively when the learning material contains elements of folklore or local culture. For example, in one school in a rural area, teachers use local folklore as reading material for reading exercises and discussions. Students seemed more enthusiastic, and discussions went more smoothly because they were familiar with the

topic. The results of this observation support the finding that local wisdom can increase students' motivation to learn.

However, observations in urban schools show different results. In urban areas, teachers who try to use local wisdom as subject matter face challenges in getting students' attention. Some students show an uninterest in material that is considered irrelevant to their interest in global cultures. This indicates that approaches based on local wisdom may need to be adapted to be relevant to the needs of students in urban areas.

Students in urban areas are more likely to seek global relevance in their subject matter, indicating a difference in perception between rural and urban students. Urban teachers stated that they must be more creative in presenting material to keep students interested, by combining local and international elements.

This difference indicates the need to adjust the curriculum based on the social and cultural context of students. In rural areas, the use of local wisdom in learning United Kingdom seems to be successful because of its high relevance to students' lives. Student engagement increases when the material taught is close to their daily experience, such as folklore or local traditions. On the other hand, students in urban areas may require a different approach that combines global aspects with local culture.

Teachers in urban areas admit that their students are more interested in materials related to the international world. This reflects the mindset of students who are more focused on developing global competencies compared to local wisdom. Therefore, the curriculum needs to be designed in such a way that it can meet the needs of students from various backgrounds, both rural and urban.

The different approaches to the use of local wisdom in these two contexts show the importance of flexibility in curriculum development. Although local wisdom has an important value in learning, there needs to be a balance between local and global knowledge, especially in the context of United Kingdom language learning which is strongly related to international communication.

These findings show a close relationship between the relevance of the material and students' motivation to learn. Students in rural areas are more motivated when the material relates to their local culture, while students in urban areas need more globally oriented materials. This shows that contextual relevance is an important factor in learning effectiveness. The relevance of teaching materials to the student experience greatly affects their level of involvement in the learning process.

Teachers in both contexts, both rural and urban, agree that student motivation increases when they can see the connection between the subject matter and their daily lives. However, teachers in urban areas feel that the relevance must be broader, encompassing not only local culture but also a larger global context.

This data indicates that in the development of a curriculum based on local wisdom, it is important to consider the geographical and cultural context of the students. The use of local materials must be adapted to the needs and aspirations of students in their environment, both in local and global contexts.

A case study in one of the schools in a rural area showed significant results in improving students' United Kingdom language skills through the use of local wisdom. Teachers at the school use various elements of local culture, such as regional songs, folklore, and traditional games, as part of the United Kingdom language learning materials. As a result, students are more actively participating in learning activities, and their United Kingdom language skills improve significantly in a relatively short time.

At the school, students reported that they had an easier time understanding United Kingdom material when presented in a context related to their local culture. For example, when learning vocabulary and grammar, students are invited to discuss local folklore and traditions, which makes them more involved in the learning process. The teacher also noted an increase in students' confidence in using United Kingdom, especially in speaking activities.

Although the results were positive, this case study also showed some challenges. One of the main challenges is the limited materials available that blend United Kingdom with local wisdom. Teachers often have to compose their own subject matter, which requires extra time and effort. In addition, the curriculum implemented is still in the trial stage and needs to be further refined.

Findings from case studies in rural schools show that the integration of local wisdom in United Kingdom language learning can improve student motivation and learning outcomes. This approach makes students feel more connected to the material they are learning, as they can see the immediate relevance between the lesson and their daily lives. Teachers who participated in this case study also reported that this method helped students more easily understand United Kingdom concepts that were previously considered difficult.

However, challenges in implementing this approach remain. Teachers should spend more time preparing the appropriate material, as the available resources are still limited. Additionally, this approach may not be as effective if applied in different contexts, such as in urban areas, where students have different needs and expectations.

The local wisdom-based approach requires greater support from the government and curriculum developers to provide adequate teaching materials. The use of appropriate and relevant materials with local wisdom will help enrich the United Kingdom learning process, especially for students in areas with strong cultural traditions.

The relationship between data from case studies and observation data in urban schools shows the importance of context in the development of local wisdom-based curriculum. In rural areas, local wisdom has a strong relevance in increasing student motivation and understanding. However, in urban areas, the relevance of local wisdom must be combined with global elements to attract students' attention.

The relationship between the relevance of the material and learning motivation shows that the learning approach based on local wisdom cannot be applied uniformly in all contexts. The curriculum developed must be flexible and adaptive, taking into account the different needs of students in urban and rural areas.

This data confirms that it is important to develop a dynamic and contextual curriculum. A combination of local and global wisdom can be an effective solution to improve United Kingdom language learning in a variety of different social environments.

The results of the study show that the integration of local wisdom in the United Kingdom language learning curriculum has a positive impact on student motivation and participation, especially in rural areas. Most of the students involved in the study showed improvement in their United Kingdom language skills when the material used was relevant to their local culture. Teachers also report that this approach helps create a more conducive learning atmosphere, where students feel more connected to the material being taught.

This study found that students in rural areas are more responsive to local wisdom-based approaches compared to students in urban areas. However, urban students showed a lower interest in local wisdom-based materials, indicating the need for curriculum adjustments for different contexts. This difference raises the need for flexibility in curriculum design so that it can be applied in various socio-cultural backgrounds.

The main challenge in the development of this curriculum is the lack of ready-to-use materials that combine United Kingdom language learning with local wisdom. Teachers often have to compile the material themselves, which requires additional time and effort. This curriculum also requires further testing to ensure its effectiveness in the long term.

Overall, this study provides a positive picture of the potential of local wisdom as an educational resource that can improve United Kingdom language learning. However, broader implementation still requires refinement and adjustment based on the student's geographic and social context.

The results of this study are in line with several previous studies that emphasized the importance of cultural relevance in learning. Another study examining the educational context in rural areas also showed that materials that fit the local culture can increase students' motivation to learn. Local wisdom is considered an important element that can enrich the curriculum and provide a more meaningful learning context for students.

However, the results of this study are different from research conducted in urban areas or in a global context. Studies in urban areas that are more economically developed and more exposed to global cultures show that students tend to be more interested in materials that are international in nature than those based on local wisdom. This difference may be due to social expectations and global ideals that are more dominant in urban areas.

Several other studies have also found that the integration of local wisdom in foreign language learning is often faced with obstacles such as lack of appropriate resources and teaching materials. This study supports these findings, where teachers face difficulties in finding and developing relevant teaching materials. The similarities in the results of this study show that this challenge is still a problem that needs to be overcome in the development of a curriculum based on local wisdom.

In addition, other research focusing on global context-based learning shows that students in urban areas are more motivated by materials that connect them to the international world. This research reinforces the differences in needs between students in rural and urban areas, emphasizing the importance of flexibility in curriculum design.

The results of this study show that there is an urgent need to develop a curriculum that is more contextual and relevant to the cultural background of students. This finding is a sign that United Kingdom language learning, which has been dominated by global standards, needs to be adjusted to be more inclusive of local wisdom. The relevance of learning materials to students' daily experiences has been proven to increase their motivation and active participation in the learning process.

Another sign is the importance of diversification in learning approaches. Not all students have the same cultural background, so curriculum development cannot be done uniformly. Students in urban areas may require a different approach than students in rural areas, especially in terms of the materials used and the way they are delivered.

These findings also indicate that the education system must be more open to innovations that involve local participation in curriculum development. Collaboration between teachers, local communities, and curriculum developers is essential to ensure that the materials taught are relevant to the needs of students. This highlights the importance of a holistic and contextual approach to education, which focuses not only on academic outcomes but also on respect for local cultures.

Another sign of the results of this study is the need for greater support from the government and educational institutions in providing teaching materials that combine local wisdom with United

Kingdom language learning standards. Rich and relevant material can help students feel more connected to learning, while also improving their language skills in a broader context.

The main implication of the results of this study is the need for revision in the development of the United Kingdom curriculum in Indonesia to be more inclusive of local wisdom. The use of local wisdom as part of teaching materials has been proven to increase student motivation and involvement in the learning process, especially in rural areas. This shows that cultural relevance in learning is an important factor that should not be ignored.

Another implication is the need for flexibility in curriculum design. Not all students have the same interests or connections with local wisdom, especially those who live in urban areas. Therefore, the curriculum developed must be able to balance between local and global elements to meet diverse needs. This suggests that one single approach may not be enough to accommodate all students in different regions.

These findings also imply that teachers need adequate training and resources to integrate local wisdom into United Kingdom language learning. The development of this curriculum takes time and effort, so support from the government and educational institutions is urgently needed to ensure that teachers have access to the materials and training needed. This will help ensure that the implementation of the curriculum based on local wisdom can be carried out effectively throughout the school.

Another implication is the importance of involving local communities in curriculum development. Communities can contribute to providing folklore, traditions, and cultural practices that can be used as teaching materials. By involving the community, the curriculum will become richer and more relevant, as well as encourage the preservation of local culture in the midst of globalization.

The results of this study occur because cultural relevance plays an important role in increasing students' learning motivation. Students tend to be more interested and engaged in learning when they can see the connection between the subject matter and their daily lives. Local wisdom provides a familiar context for students in rural areas, which makes them feel more comfortable and confident in learning United Kingdom.

Students in urban areas tend to show a lower interest in local wisdom because they are more exposed to global culture. Their aspirations to participate in the international world make them more interested in materials that are global. Therefore, these results reflect the differences in needs between students in rural and urban areas in terms of learning materials.

Teachers play a key role in the implementation of the curriculum based on local wisdom. The support and creativity of teachers greatly influence the effectiveness of this approach. In rural areas, teachers who understand local cultural values are more likely to integrate local wisdom into learning, while in urban areas, teachers may face greater challenges in finding a balance between local and global cultures.

The results of this study are also due to the limited resources available to develop relevant teaching materials. Teachers often have to go the extra mile to create materials that meet United Kingdom learning standards while reflecting local wisdom. This shows that greater support from the education system is needed to increase the effectiveness of the curriculum based on local wisdom.

The next step is to strengthen the development of a curriculum based on local wisdom by expanding research and trials in various geographical contexts. Further research is needed to examine how this approach can be applied more effectively in urban areas and how local and global

elements can be combined in a single curriculum. With more in-depth research, this approach can be adapted to meet the needs of all students, both in rural and urban areas.

Governments and educational institutions need to provide greater support for teachers in the form of training and resources. Teachers need clear guidance and teaching materials that are ready to use to integrate local wisdom into United Kingdom language learning. Adequate training will help teachers understand how best to structure and deliver material that is relevant to the student's cultural context.

Collaboration between schools, local communities, and curriculum developers needs to be strengthened. Local communities have an important role in providing cultural resources that can be used in learning. Close cooperation will ensure that the curriculum developed truly reflects local cultural values and is relevant to students' daily lives.

The development of a curriculum based on local wisdom must be carried out in a sustainable and flexible manner. This curriculum should not be static, but should be continuously evaluated and adjusted to changing student needs and global developments. With a dynamic and open approach to innovation, United Kingdom education in Indonesia can become more inclusive and effective, while preserving local cultural heritage.

CONCLUSION

This study found that the integration of local wisdom in United Kingdom language learning is able to increase student motivation and engagement, especially in rural areas. These findings are different from previous studies that show that learning United Kingdom tends to be global without considering the local cultural context. The local wisdom-based approach provides the relevance of the material to students' daily lives, which has an impact on improving their learning outcomes.

The contribution of this research lies in the concept that local wisdom can be used effectively in the teaching of United Kingdom, adding value to the contextual education approach. The research also offers new methods for developing curricula that are relevant to the needs of students in a variety of socio-cultural contexts. The limitations of this study include limited samples from urban areas and the lack of teaching materials that are ready to be used. Further research needs to be conducted to explore the application of this approach in urban settings and to develop more comprehensive teaching materials.

AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; Investigation.

Author 3: Data curation; Investigation.

Author 4: Formal analysis; Methodology; Writing - original draft.

Author 5: Supervision; Validation.

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