

## Conceptualizing students' understanding of local culture in integrated science and social studies (IPAS): A literature-based analysis

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### Abstract

Although the integration of local culture into elementary education has gained traction, prior research has largely confined its focus to local culture as instructional media and teaching strategy. Limited attention has been given to how students actually develop awareness and comprehension of local culture within integrated learning processes. This study aims to analyze the concept of students' understanding of local culture in *Ilmu Pengetahuan Alam dan Sosial* (IPAS), an integrated Science and Social Studies subject, and to synthesize the literature into a conceptual perspective for culturally contextualized education. Employing a normative approach with a library research design, data were collected through systematic searches in Google Scholar, Scopus, and SINTA, yielding 14 relevant academic sources. Content analysis was conducted to identify recurring themes, conceptual relationships, and gaps. The synthesis suggests that students' understanding of local culture is a multidimensional construct encompassing cognitive, affective, behavioral, and social awareness dimensions. Based on the conceptual patterns identified, this research proposes a hierarchical conceptual model that describes the progression of local cultural understanding, from cultural exposure and experience toward deeper appreciation and value internalization. These findings should be interpreted as a conceptual synthesis rather than empirical evidence of student outcomes. The study contributes to the discourse on culturally contextualized education by establishing a conceptual foundation for integrating local culture into IPAS and providing a theoretical basis for future empirical investigations.

**Keywords:** local cultural understanding; elementary education; IPAS learning; contextual learning; cultural literacy

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### INTRODUCTION

Understanding local culture is an essential component of elementary education because it contributes to the development of students' identity, character, social awareness, and sense of belonging within their communities (Miskiyyah et al., 2025). During the elementary school years, children begin to develop a deeper awareness of their social and cultural environments through direct experiences and interactions with people, places, traditions, and community practices. Consequently, schools play a strategic role in facilitating students' understanding of local cultural values, norms, traditions, and knowledge systems through meaningful learning experiences (Dewi et al., 2024). integration of local culture into learning not only enriches

students' knowledge but also promotes cultural awareness, appreciation, and responsibility for preserving cultural heritage (Rofik et al., 2025).

The importance of strengthening local cultural understanding has become increasingly significant in the era of globalization. Rapid technological advancement, digital communication, and unrestricted access to global information have transformed the cultural experiences of younger generations. Students are often more familiar with global popular culture than with the cultural traditions that exist within their own communities (Jadidah et al., 2023). In addition, digital media and social networking platforms continuously shape students' preferences, lifestyles, and cultural perspectives, potentially reducing their engagement with local cultural practices (Nabila & Putri, 2022). As a result, concerns regarding declining cultural literacy and weakening cultural identity among younger generations have become increasingly prominent. In this context, schools function not only as institutions for academic instruction but also as important spaces for preserving and transmitting cultural knowledge across generations (Abdani et al., 2025).

Within the Indonesian educational context, Science and Social Studies (IPAS) learning in the Merdeka Curriculum provides substantial opportunities for integrating local culture into classroom learning. IPAS emphasizes the interconnectedness between humans, society, culture, and the environment, making contextual and meaningful learning approaches particularly relevant (Audia et al., 2024). Furthermore, local culture within IPAS learning should not be limited to visible cultural artifacts such as traditional clothing, food, dances, or ceremonies. Rather, it encompasses values, norms, local wisdom, social practices, and knowledge systems that shape community life and cultural identity (Aulia et al., 2025).

From a theoretical perspective, cultural understanding refers to an individual's ability to recognize, interpret, appreciate, and engage with cultural elements within a particular social context (Rusfandi, 2024). This concept is closely related to cultural literacy, which emphasizes the knowledge and competencies necessary for meaningful participation in cultural communities. The development of cultural understanding at the elementary school level should also consider students' developmental characteristics. According to developmental learning perspectives, elementary school students generally remain within the concrete operational stage and learn more effectively through direct and meaningful experiences (Karimah et al., 2025). This view is supported by Sociocultural Learning Theory, which emphasizes that knowledge is constructed through interaction with cultural and social environments. Similarly, Contextual Learning Theory suggests that learning becomes more meaningful when academic concepts are connected to learners' everyday experiences (Kuzairi & Wafa, 2025). In addition, Culturally Responsive Pedagogy highlights the importance of integrating students' cultural backgrounds into educational processes to enhance engagement, relevance, and meaningful understanding. Collectively, these theoretical perspectives position local culture not merely as learning content but as a meaningful context through which students construct knowledge and cultural awareness.

Previous studies have demonstrated the educational benefits of integrating local culture into learning. Habsyi et al. (2025) found that local wisdom-based learning strengthens students' internalization of sociocultural values, while Krisnaeni and Zahro (2026) reported that culture-based learning contributes to students' conceptual understanding and sociocultural character development. Other studies have highlighted the role of local culture in supporting contextual learning, strengthening cultural literacy, and enriching classroom experiences. Nevertheless, most existing studies have primarily focused on the implementation of local culture through learning media, instructional strategies, teaching materials, or local wisdom-based educational practices. Consequently, local culture has largely been examined as a pedagogical tool rather than as a construct that shapes students' cultural understanding during the learning process (Arrasyid & Wijayanto, 2026).

Furthermore, studies specifically examining elementary students' understanding of local culture within IPAS learning remain limited (Gumilang et al., 2026). Existing research has rarely

explored how local cultural understanding develops as a multidimensional construct influenced by students' developmental characteristics, learning experiences, and sociocultural contexts. In addition, previous studies have not sufficiently explained the conceptual dimensions underlying local cultural understanding or how such understanding may develop through culturally contextualized learning experiences. This limitation creates a theoretical gap in the literature, particularly regarding the role of local culture as a foundation for learning rather than merely as instructional content. Addressing this gap is important because local cultural understanding serves not only to support academic learning but also to foster cultural awareness, appreciation, and identity development among students ([Hakim et al., 2025](#))

Based on this gap, the present study offers a different perspective by positioning elementary students' understanding of local culture as the primary focus of analysis within IPAS learning. Unlike previous studies that primarily emphasized instructional implementation, this study conceptualizes local cultural understanding as a multidimensional construct consisting of cognitive understanding, affective appreciation, behavioral engagement, and social awareness. Through a normative literature-based approach, this study synthesizes existing theoretical and empirical discussions related to local culture, elementary education, contextual learning, and IPAS learning. The novelty of this study lies in its effort to develop a conceptual framework and propose a hierarchical conceptual model that explains the progression of local cultural understanding in elementary education. However, because the study relies on literature analysis rather than empirical investigation, its findings should be understood as conceptual interpretations rather than evidence of actual student outcomes. Accordingly, this study contributes to the theoretical development of culturally contextualized IPAS learning and provides a conceptual foundation for future empirical research on local cultural understanding in elementary education.

## METHODS

### Research Design

This study employed a normative library research approach to examine elementary school students' understanding of local culture within Science and Social Studies (IPAS) learning. The normative approach was selected because the study focuses on analyzing concepts, scholarly arguments, and previous research findings related to local culture, cultural understanding, contextual learning, and IPAS learning in elementary education. Rather than generating empirical data through observations, interviews, surveys, or experiments, this study utilized existing scholarly literature as the primary source of data.

The purpose of this approach was to synthesize existing knowledge, identify conceptual relationships, and construct a theoretical interpretation of local cultural understanding in elementary education. Accordingly, the study sought to examine how local cultural understanding has been discussed in previous studies and to develop a conceptual framework that explains its relevance within the context of IPAS learning.

### Data Sources

The primary data sources consisted of fifteen peer-reviewed journal articles published between 2021 and 2026. These articles were selected because they directly discussed local culture, cultural understanding, local wisdom, contextual learning, elementary education, and IPAS learning. In addition, several supporting references, including educational policy documents and scholarly publications relevant to the research topic, were consulted to strengthen the conceptual discussion.

The literature was identified through searches conducted in Google Scholar, Scopus, and SINTA databases. The search process employed combinations of keywords such as local culture, cultural understanding, elementary education, IPAS learning, contextual learning, local wisdom, cultural literacy, and culturally responsive learning. Various keyword combinations were used to obtain literature relevant to the objectives of the study.

### Data Collection Procedure

The literature selection process was conducted systematically. Initially, publications relevant to local culture and elementary education were identified through database searches. The titles and abstracts of the retrieved publications were subsequently reviewed to determine their relevance to the research objectives. Publications considered potentially relevant were then examined through full-text reading.

The selection process emphasized conceptual relevance, publication quality, and contribution to discussions concerning local cultural understanding in elementary education. Literature was included when it discussed local culture, cultural understanding, contextual learning, elementary education, local wisdom, or IPAS learning and provided substantial conceptual explanations related to the research focus. Publications with limited relevance to the topic, insufficient conceptual discussion, or a primary focus outside elementary education were excluded from the analysis.

Following the screening and relevance assessment process, fifteen journal articles were selected as the primary sources because they provided the strongest conceptual contribution to understanding local culture within elementary school learning contexts.

**Table 1.** Characteristics of Selected Literature

| No | Author(s)                                       | Year | Main Focus                                           |
|----|-------------------------------------------------|------|------------------------------------------------------|
| 1  | <a href="#">Hana et al. (2025)</a>              | 2025 | Cultural understanding in elementary education       |
| 2  | <a href="#">Pertiwi &amp; Wardhani (2024)</a>   | 2024 | Local culture and contextual learning                |
| 3  | <a href="#">Rofik et al. (2025)</a>             | 2025 | Cultural awareness and heritage preservation         |
| 4  | <a href="#">Handayani (2025)</a>                | 2023 | Globalization and cultural literacy                  |
| 5  | <a href="#">Alfiani et al. (2025)</a>           | 2022 | Digital media and cultural perspectives              |
| 6  | <a href="#">Abdani et al. (2025)</a>            | 2025 | Schools and cultural transmission                    |
| 7  | <a href="#">Wahyudi et al. (2025)</a>           | 2026 | Local culture in IPAS learning                       |
| 8  | <a href="#">Audia et al. (2024)</a>             | 2024 | Contextual learning in elementary education          |
| 9  | <a href="#">Aulia et al. (2025)</a>             | 2025 | Local wisdom and cultural values                     |
| 10 | <a href="#">Rusfianti &amp; Rondli (2023)</a>   | 2024 | Cultural understanding concepts                      |
| 11 | <a href="#">Karimah et al. (2025)</a>           | 2025 | Developmental characteristics of elementary students |
| 12 | <a href="#">Habsyi et al. (2025)</a>            | 2025 | Local wisdom-based learning                          |
| 13 | <a href="#">Krisnaeni &amp; Zahro, (2026a)</a>  | 2026 | Culture-based learning implementation                |
| 14 | <a href="#">Arrasyid &amp; Wijayanto (2026)</a> | 2026 | Local culture as educational resources               |
| 15 | <a href="#">Gumilang et al. (2026)</a>          | 2026 | Local cultural understanding in IPAS learning        |

The overall research procedure is presented in Figure 1.



**Figure 1.** Research Procedure

## Data Analysis

The study employed qualitative content analysis to examine the selected literature. The analysis was conducted through an iterative process involving concept identification, thematic categorization, conceptual mapping, and synthesis of findings.

During the initial stage, concepts related to local cultural understanding were identified from each selected article. Similar concepts were subsequently grouped into broader thematic categories. Through continuous comparison across the literature, recurring patterns and relationships among concepts were identified. The resulting categories were then synthesized to develop a comprehensive interpretation of local cultural understanding in elementary education.

The analysis revealed four recurring dimensions that consistently appeared across the reviewed literature. The first dimension concerns students' knowledge and understanding of local traditions, customs, values, and local wisdom, which was categorized as cognitive understanding. The second dimension relates to students' appreciation, respect, pride, and emotional attachment toward local culture, which was categorized as affective appreciation. The third dimension involves participation in cultural activities and the implementation of cultural values in daily life, which was categorized as behavioral engagement. The fourth dimension reflects awareness of cultural diversity, community life, and social responsibility, which was categorized as social awareness.

These dimensions emerged inductively from recurring concepts found in the selected literature rather than being predetermined before the analysis process. Accordingly, the dimensions represent a synthesis of conceptual patterns identified across previous studies.

**Table 2.** Coding Framework of Local Cultural Understanding

| No | Concepts Identified in the Literature                                                           | Category               | Dimension               |
|----|-------------------------------------------------------------------------------------------------|------------------------|-------------------------|
| 1  | Traditions, customs, local history, local wisdom, cultural knowledge                            | Cultural Knowledge     | Cognitive Understanding |
| 2  | Respect, appreciation, pride, emotional attachment to culture                                   | Cultural Values        | Affective Appreciation  |
| 3  | Participation in cultural activities, preservation practices, implementation of cultural values | Cultural Participation | Behavioral Engagement   |
| 4  | Cultural awareness, social responsibility, community interaction, diversity awareness           | Cultural Awareness     | Social Awareness        |

After the dimensions were identified, relationships among them were examined to construct a conceptual model of local cultural understanding. The proposed hierarchy was derived from recurring patterns in the literature suggesting that students generally develop cultural understanding through a gradual process. Initial exposure to cultural knowledge and experiences contributes to the development of appreciation toward cultural values. This appreciation subsequently encourages participation in cultural practices and cultural preservation activities. Through continuous engagement with cultural experiences, students develop broader awareness of cultural diversity, social responsibility, and community life.

The proposed hierarchy should be understood as a conceptual interpretation derived from literature synthesis rather than as an empirically validated developmental model. Therefore, the framework serves as a theoretical explanation of how local cultural understanding may develop within elementary school learning contexts.

## Trustworthiness

To enhance the trustworthiness of the findings, source triangulation was conducted by comparing concepts, arguments, and interpretations across multiple scholarly sources. The consistency of themes and conceptual relationships was continuously examined throughout the analysis process. Furthermore, the credibility, relevance, and conceptual contribution of each

selected source were carefully considered to ensure that the resulting synthesis was grounded in established scholarly discussions and to minimize interpretive bias during the development of the conceptual framework.

## RESULTS AND DISCUSSION

### Results

#### Literature Identification and Conceptual Trends

This study analyzed fifteen journal articles published between 2021 and 2026 that discuss local culture, cultural understanding, elementary education, contextual learning, and Integrated Science and Social Studies (IPAS) learning. The selected literature was obtained through searches in Google Scholar, Scopus, and SINTA and subsequently reviewed based on relevance to the research focus, conceptual contribution, publication quality, and suitability for elementary school contexts (Zahara et al., 2025).

The literature analysis indicates that discussions concerning local culture in elementary education have expanded considerably in recent years, particularly following the implementation of the Merdeka Curriculum. Nevertheless, most studies have focused on the use of local culture as instructional media, learning resources, teaching materials, or local wisdom-based learning strategies (Habsyi et al., 2025; Krisnaeni & Zahro, 2026a). Krisnaeni & Zahro (2026a) Comparatively fewer studies have examined how students develop an understanding of local culture as a learning outcome and educational construct (Arrasyid & Wijayanto, 2026).

**Table 2.** Characteristics of the Selected Literature

| No | Theme                                | Number of Sources | Focus                                                |
|----|--------------------------------------|-------------------|------------------------------------------------------|
| 1  | Cultural Understanding and Identity  | 4                 | Cultural literacy, identity, and cultural awareness  |
| 2  | Local Culture and Local Wisdom       | 4                 | Values, traditions, norms, and cultural preservation |
| 3  | Elementary Education Characteristics | 3                 | Cognitive development and concrete learning          |
| 4  | IPAS Learning                        | 4                 | Integration of local culture in IPAS learning        |

The thematic distribution suggests that local culture is widely recognized as an important educational resource. However, the existing literature provides limited conceptual explanations regarding how students construct cultural understanding and how such understanding develops through educational experiences (Pratiwi & Putra, 2025).

#### Conceptual Relationship Between Local Culture and IPAS Learning

The reviewed literature consistently positions local culture as a meaningful context for learning. Within IPAS, students are expected to understand relationships among humans, society, culture, and the environment through real-life experiences. Consequently, local culture functions not merely as supplementary learning content but as a contextual foundation that supports meaningful learning and cultural literacy development (Aulia et al., 2025).

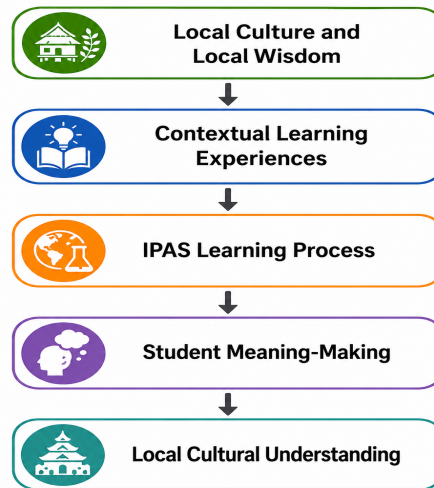


**Figure 2.** Conceptual Relationship Framework of Local Culture in IPAS Learning

The literature synthesis suggests that students' cultural understanding develops when learning activities connect academic content with their surrounding cultural environment. This interpretation is consistent with contextual learning perspectives emphasizing the importance of linking learning experiences with students' daily lives.

### Learnin Dimensions of Local Cultural Understanding

Analysis of the selected literature identified several recurring concepts related to local cultural understanding. These concepts were synthesized into four interconnected dimensions that collectively explain how local cultural understanding is discussed within elementary education literature.

**Table 3.** Dimensions of Local Cultural Understanding

| No | Dimension               | Conceptual Interpretation                                                              |
|----|-------------------------|----------------------------------------------------------------------------------------|
| 1  | Cognitive Understanding | Knowledge and comprehension of local culture, traditions, values, and cultural history |
| 2  | Affective Appreciation  | Respect, pride, appreciation, and emotional attachment toward local culture            |
| 3  | Behavioral Engagement   | Participation in cultural activities and implementation of cultural values             |
| 4  | Social Awareness        | Awareness of cultural diversity, community relationships, and social responsibility    |

The cognitive dimension is reflected in students' ability to recognize and explain cultural elements within their local environment (Rusfriyanti & Rondli, 2023). The affective dimension relates to students' appreciation and emotional connection to cultural heritage (Rofik et al., 2025). The behavioral dimension concerns participation in cultural practices and preservation activities, while the social awareness dimension reflects understanding of culture as an integral part of community life and social interaction (Abdani et al., 2025b).

Although these dimensions share similarities with constructs found in cultural literacy and character education literature, the present study synthesizes them specifically within the context of local culture and IPAS learning. Therefore, the contribution of this framework lies not in introducing entirely new dimensions but in integrating these dimensions into a coherent model that explains local cultural understanding as a learning outcome in elementary education.

### Hierarchical Conceptual Model of Local Cultural Understanding

The literature synthesis further indicates that local cultural understanding may develop through a gradual process. Recurrent patterns across the selected studies suggest that students first encounter culture through direct experiences and observations before developing deeper appreciation, participation, and social awareness.

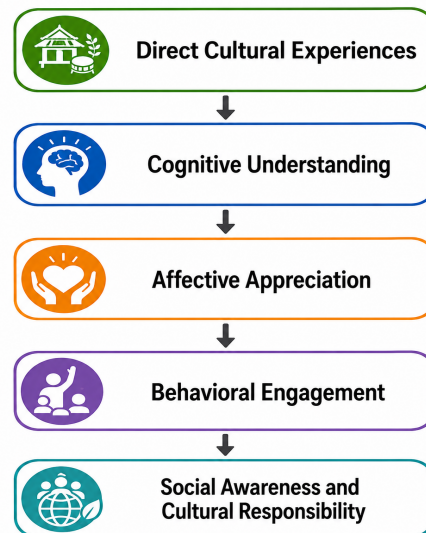


**Figure 3.** Developmental Framework of Local Cultural Understanding

This framework should be interpreted as a conceptual model derived from literature synthesis rather than an empirically validated developmental sequence. The model is intended to provide a theoretical explanation of how local cultural understanding may develop within elementary school learning contexts.

### Discussion

The literature synthesis suggests that local cultural understanding represents a multidimensional construct involving cognitive, affective, behavioral, and social dimensions. Existing studies consistently emphasize that local culture contributes to cultural literacy, character development, and contextual learning experiences (Dewi et al., 2024a; Habsyi et al., 2025; Krisnaeni & Zahro, 2026a). However, previous research has generally focused on how local culture is implemented in learning rather than on how students develop cultural understanding itself (Arrasyid & Wijayanto, 2026).

The present framework contributes to the literature by repositioning local cultural understanding as the primary object of analysis within IPAS learning. Unlike many cultural literacy frameworks that emphasize cultural knowledge and participation broadly, this framework specifically explains how local cultural understanding may develop through contextual learning experiences embedded in elementary IPAS instruction. Furthermore, while character education models often focus on value formation, the proposed framework incorporates knowledge, appreciation, participation, and social awareness as interconnected dimensions of cultural learning.

The framework is theoretically necessary because the reviewed literature provides limited explanations regarding the developmental process of local cultural understanding. Most studies assume that integrating local culture into learning automatically strengthens students' cultural awareness and identity. However, the literature rarely explains the conceptual mechanisms through which these outcomes emerge. The present study attempts to address this gap by synthesizing concepts from previous studies into a more comprehensive framework.

At the same time, the literature reveals several challenges regarding the implementation of local culture in elementary education. Although many studies advocate the integration of local

culture, practical implementation is often constrained by teachers' cultural knowledge, limited instructional resources, curriculum demands, and variations in local cultural contexts. Moreover, globalization and digital media expose students to broader cultural influences that may compete with local cultural values. These conditions suggest that strengthening local cultural understanding requires more than simply incorporating cultural content into lessons; it requires meaningful learning experiences that connect cultural knowledge with students' daily lives.

Another critical issue concerns the limited empirical evidence supporting claims about cultural identity formation. While many studies argue that local culture-based learning strengthens students' cultural identity, relatively few studies directly examine this relationship through empirical investigation (Gumilang et al., 2026). Consequently, the hierarchical model proposed in this study should be viewed as a conceptual interpretation derived from literature analysis rather than as an empirically established developmental model.

Therefore, future studies should empirically examine the applicability of this framework in diverse elementary school settings and investigate how cognitive understanding, affective appreciation, behavioral engagement, and social awareness develop through actual classroom experiences. Such studies would strengthen the empirical foundation of local culture-based IPAS learning and contribute to a more comprehensive understanding of cultural learning in elementary education.

### CONCLUSION

This study examined elementary school students' understanding of local culture within the context of Integrated Science and Social Studies (IPAS) learning through a normative literature-based analysis. The literature synthesis suggests that local cultural understanding extends beyond the recognition of visible cultural elements such as traditional clothing, local foods, regional languages, and traditional arts. It also encompasses an understanding of cultural values, social norms, traditions, community practices, and the role of culture in social life. Within IPAS learning, local culture functions as a meaningful contextual foundation that connects academic concepts with students' everyday experiences, thereby supporting more relevant and meaningful learning.

The analysis indicates that local cultural understanding can be conceptually interpreted through four interconnected dimensions: cognitive understanding, affective appreciation, behavioral engagement, and social awareness. Although these dimensions have been discussed separately in previous studies, this study contributes by synthesizing them into a unified conceptual framework specifically designed to explain local cultural understanding within elementary IPAS learning. In addition, the study proposes a hierarchical conceptual model suggesting that students' local cultural understanding may develop gradually through cultural experiences, knowledge acquisition, appreciation of cultural values, participation in cultural practices, and broader social awareness. This framework is intended as a theoretical interpretation derived from literature analysis rather than an empirically validated developmental model.

However, because this study relied exclusively on literature sources, its conclusions remain conceptual and do not provide empirical evidence regarding students' actual learning outcomes. Therefore, future research is recommended to empirically examine the applicability of the proposed framework in diverse elementary school contexts and to investigate how local cultural understanding develops through authentic IPAS learning experiences. Such studies would strengthen the empirical foundation of local culture-based learning and further validate the conceptual model proposed in this study.

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