

Basic Concepts of Islamic Religious Education Based on Local Wisdom

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ABSTRACT

This research aims to examine the implementation of local wisdom in the Islamic Religious Education (PAI) curriculum and its impact on the understanding and character development of students at UPT SMP PGRI Uluway, Tana Toraja Regency. This study employs a qualitative approach with a case study method, utilizing interviews, observation, and documentation. The results of the study indicate that the internalization of local wisdom, in the form of cultural principles such as mutual cooperation (gotong royong), deliberation (musyawarah), courtesy, and respect for parents, has successfully formulated PAI learning that is more contextual and relevant to the lives of students. These findings are reinforced by various educational theories such as constructivism, humanistic education, contextual teaching and learning (CTL), multiple intelligences, social learning, and character education. The implementation of local wisdom in PAI has proven to enhance religious understanding, strengthen religious character, and foster a sense of love for local culture. Education based on local wisdom not only shapes students' character to be religious, tolerant, and cultured, but also makes the learning process more engaging and meaningful. This research recommends strengthening the local wisdom-based curriculum to realize a holistic, contextual, and grounded education.

1. INTRODUCTION

Education based on local wisdom plays a crucial role in the education system, including at UPT SMP PGRI Uluway, Tana Toraja Regency. Local wisdom in this area encompasses principles, traditions, and cultural practices that have been passed down by the local community, reflecting their way of life and cultural identity. The significance of education based on local wisdom lies in its ability to produce relevant and contextually appropriate learning experiences (Suryana & Hijriani, 2022). Integrating local wisdom into Islamic Religious Education (PAI) not only enriches the curriculum but also strengthens students' awareness of their cultural heritage. Education based on local wisdom at UPT SMP PGRI Uluway can produce relevant and contextual learning. By linking PAI subject matter with students' experiences and the local context, students can better understand and appreciate their surroundings. For example, in teaching morals, teachers can use local folklore that has moral values that align with Islamic teachings. This not only makes the learning process more engaging but also supports students in connecting religious teachings with their daily lives.

Locally-rooted education at UPT SMP PGRI Uluway can also bridge traditional and scientific knowledge. Students can learn how traditional knowledge within the community, such as agricultural or healthcare practices, can contribute to modern solutions. With this approach,

students not only acquire academic knowledge but also gain practical skills that are useful in their lives. Education based on local wisdom plays a significant role in building an inclusive, relevant, and empowering education system. This approach not only respects and preserves local wisdom but also prepares students to make positive contributions in a global society. By internalizing local values and knowledge into the curriculum, education can serve as an effective tool for character development, cultural preservation, and community progress (Tang, 2020).

Designing an Islamic Religious Education (PAI) learning system based on local wisdom requires an approach that combines traditional values with Islamic teachings (Siratjudin & Dewi, 2024). The first step is to understand and identify local wisdom that is relevant to the cultural context of Tana Toraja. In designing PAI learning based on local wisdom, teachers can implement various practical approaches that integrate local cultural values and practices with religious teachings (Saleh et al., 2025a). After that, the PAI curriculum needs to be adapted to reflect this local wisdom. For example, in history material, teachers can connect local figures who contributed to the development of Islam with religious teachings. Contextual teaching methods, such as projects based on local wisdom, also need to be implemented to increase student involvement.

Teachers at UPT SMP PGRI Uluway can involve students in research projects about how Islamic teachings are received and applied in the local culture. Students can conduct research, create posters, or compile reports on the local community's contribution to the development of Islam. Such projects provide opportunities for students to explore the relationship between religious teachings and their local culture in depth. In addition, extracurricular activities can also be designed to integrate local wisdom with Islamic teachings. (Saputra & Ali, 2024) For example, workshops on making traditional handicrafts related to religious celebrations or book clubs that explore religious and local cultural themes can reinforce classroom learning and provide practical experiences for students. These projects give students the opportunity to explore the correlation between religious teachings and their local culture in depth. Furthermore, extracurricular activities that integrate local wisdom with Islamic teachings, such as traditional handicraft workshops or book clubs, can strengthen classroom learning. Through these approaches, Islamic Religious Education (PAI) learning at UPT SMP PGRI Uluway becomes more contextual and relevant, enabling students to connect religious teachings with their culture. This not only broadens students' learning experiences but also deepens their understanding of their culture within the framework of religious teachings. Thus, education based on local wisdom at UPT SMP PGRI Uluway serves as an effective tool for character development, cultural preservation, and community progress.

2. METHODS

This research employs a qualitative approach with a case study method to analyze the fundamental concepts of Islamic Religious Education (PAI) based on local wisdom at UPT SMP PGRI Uluway, Tana Toraja Regency. The research site was chosen because the school is located in a region rich in traditions and local wisdom. Data collection techniques included intensive interviews with teachers, students, and community leaders, participatory observation of the learning process, and documentation studies on the curriculum and school activities. The data obtained will be analyzed using thematic analysis, identifying patterns and themes that emerge related to the integration of local wisdom in PAI. To ensure the validity of the data, the researcher will apply triangulation and member checking. Through this method, the research is expected to provide a comprehensive understanding of how the concept of Islamic education at SMP PGRI Uluway utilizes local wisdom to develop learning that is relevant and meaningful for students.

3. RESULTS AND DISCUSSION

3.1 Implementation of Local Wisdom in the Islamic Religious Education Curriculum

The implementation of local wisdom in the Islamic Religious Education curriculum at UPT SMP PGRI Uluway is a strategic step to integrate local cultural values with Islamic teachings. Education is not only oriented towards the transfer of knowledge but also shapes the character of students through an understanding of local values that align with religious principles. Constructivism theory in education states that students construct knowledge through their experiences and environment, so linking religious teachings with local wisdom can enhance students' insights and practice of religious values. According to Paulo Freire's theory of humanistic education, education should not distance students from their cultural roots but rather bring them closer to the social and cultural realities in their environment (Suyudi et al., 2024). Thus, incorporating elements of local wisdom such as mutual cooperation, traditional etiquette, respect for parents, and environmental preservation can enrich Islamic Religious Education learning. In addition, the theory of educational integration according to Abdul Mujib also emphasizes the importance of combining Islamic values with positive local wisdom, as long as it does not conflict with Islamic law, to create a generation with Islamic character and culture (Fitriana et al., 2024).

Based on the presentation by the Islamic Religious Education teacher at UPT SMP PGRI Uluway, it is known that the implementation of local wisdom in learning has been quite effective through several approaches. Teachers not only teach the material theoretically, but also link it to the customs of the surrounding community, such as the practice of deliberation in making decisions, the value of honesty in customs, and respect for local traditions that are in line with Islamic values. The teachers also emphasize the development of student character through religious activities combined

with local culture, such as mutual cooperation in cleaning mosques and participation in village social activities. The teachers stated that this approach makes it easier for students to understand religious lessons because they are close to their lives. In general, the interview results show that the internalization of local wisdom values in the Islamic Religious Education curriculum is able to shape religious attitudes while strengthening the cultural identity of students at UPT SMP PGRI Uluway.

The implementation of local wisdom values in the Islamic Religious Education curriculum system at UPT SMP PGRI Uluway is a strategic approach to developing religiously and culturally aware student character. This aligns with the theory of culturally responsive teaching, which emphasizes the importance of education that is relevant to the socio-cultural conditions of students (Salman et al., 2025). Through the integration of local wisdom, religious principles are not only conveyed theoretically but also practiced in the context of students' lives, such as the values of mutual cooperation, deliberation, traditional etiquette, and respect for parents. This approach is reinforced by the integrative Islamic education theory according to Abdul Mujib, which explains that local values can be accommodated in religious learning as long as they do not conflict with Islamic law (Bambang, 2023). Recent research also supports the importance of this integration. Studies mention that local wisdom can strengthen religious moderation in the digital era by making local culture a means of instilling moral values and tolerance (Saleh et al., 2025b). Another study shows that the incorporation of local culture such as folklore and proverbs can increase students' appreciation of religious values (Mukhlis, 2024).

Islamic Religious Education at UPT SMP PGRI Uluway has been found to integrate PAI (Pendidikan Agama Islam) teaching with local culture through various habituation activities such as mutual cooperation in cleaning the mosque, the practice of deliberation, and the reinforcement of courtesy values in daily life. The PAI teachers at the school actively link subject matter with local community traditions to make it easier for students to understand. Teachers also use concrete examples from local life when delivering material about morals and worship, so that the material is not rigid but more contextual. As a result, students have become more active in religious activities, more appreciative of customs, and demonstrate positive social attitudes in the school and community environment. Thus, it can be concluded that the implementation of local wisdom principles in the context of the Islamic Religious Education curriculum at UPT SMP PGRI Uluway has had a positive influence in shaping students' characters to be moderate, tolerant, and still hold on to their cultural identity. Although there are still challenges such as the need for teacher training and the lack of local-based learning resources, this model is effective in creating religious education that more tangibly touches on aspects of students' lives in accordance with the times.

3.2. Impact of Islamic Religious Education Based on Local Wisdom on Understanding and Character Development of Students

Islamic Religious Education based on local wisdom at UPT SMP PGRI Uluway has a significant positive impact on the knowledge and character development of students. Based on Abraham Maslow's humanistic approach, education should not only fill the cognitive aspect but also fulfill the self-actualization needs of students through the strengthening of noble values in their environment (Apriyanto et al., 2025). The integration of religious teachings with local wisdom makes Islamic Religious Education material more contextual and easily accepted by students because it directly relates to their lives. This is in line with the theory of contextual teaching and learning (CTL), which emphasizes the importance of linking learning with the environmental conditions of students so that the knowledge gained is more meaningful (Ester et al., 2023). In this context, local wisdom values such as deliberation, courtesy, mutual cooperation, and respect for parents are used as a means to strengthen Islamic Religious Education material, so that it not only shapes the religious knowledge of students but also builds noble character in social interactions.

The interviews with Islamic Religious Education (PAI) teachers at UPT SMP PGRI Uluway indicated that the implementation of local wisdom-based education directly improves students' understanding of religious teachings. The teachers revealed that students more easily grasp Islamic concepts such as tolerance, honesty, responsibility, and compassion when these are linked to local cultural traditions. Furthermore, the development of students' character is also noticeably improved through changes in attitudes in daily life, such as increased discipline, politeness towards teachers, mutual respect among friends, and concern for the school environment and community. The teachers also acknowledged that this approach makes students prouder of their local culture while not neglecting their religious values. In conclusion, the implementation of Islamic Religious Education based on local wisdom at UPT SMP PGRI Uluway has a positive impact on building a strong understanding of religion as well as a courteous and cultured character, creating a generation that is both religious and appreciates local traditional values.

Islamic Religious Education based on local wisdom can also be explained through the theory of Multiple Intelligences described by Howard Gardner. Gardner asserts that each individual possesses different multiple intelligences, including interpersonal, intrapersonal, and spiritual intelligence (Syarifah, 2019). A local wisdom-based approach helps to explore the interpersonal intelligence potential of students through social activities such as deliberation and mutual cooperation (gotong royong), as well as developing intrapersonal and spiritual intelligence through contextual religious values learning. Furthermore, according to Albert Bandura's social learning theory, an individual's character and behavior are formed through social learning processes, namely by observing, imitating, and adapting to their social environment (Peserta didik, 2022). By

incorporating local culture into Islamic Religious Education learning, students can emulate good practices in the community that are positive in nature, thereby helping to form a stronger character.

Furthermore, Lickona's theory of Character Education also serves as an important foundation. Lickona emphasizes that effective character education includes three main components: moral knowing, moral feeling, and moral action. (Susanti, 2022) Through local wisdom-based Islamic Religious Education, these three components can be instilled in a balanced manner. Students' religious knowledge is strengthened by understanding cultural values, moral feelings are honed through respect for tradition, while moral actions are trained through real actions such as mutual cooperation and social care activities in the school environment. These theories assert that incorporating local wisdom into religious education can enhance understanding of Islamic values while also shaping students' holistic character and noble personality.

4. CONCLUSION

Based on the research findings regarding the implementation of the concept of local wisdom in the Islamic Religious Education curriculum system at UPT SMP PGRI Uluway, it can be concluded that integrating the concept of local wisdom into PAI learning has a very positive impact on increasing religious insight and strengthening students' character. This approach has proven capable of making the learning process more contextual and closer to the lives of the students, enabling them to understand religious values theoretically and also practice them in real social behavior. This is evident from the increasing development of religious attitudes, discipline, honesty, sense of responsibility, tolerance, and respect for local culture among the students. The application of local wisdom in learning also successfully fostered a sense of pride in regional culture without neglecting Islamic values. Various educational theories such as Constructivism, Humanism, Contextual Teaching and Learning, Multiple Intelligences, Social Learning, and Character Education prove that religious education integrated with local wisdom is capable of shaping a complete character encompassing moral knowing, moral feeling, and moral action. Therefore, this learning system not only shapes academically successful students but also those with polite personalities, noble morals, and the ability to maintain their cultural and Islamic identities in community life. Although there are still some challenges, such as limited local-based learning resources and the need to strengthen teacher competencies, the findings of this research indicate that Islamic Religious Education based on local wisdom is worthy of continued development as one of the strategic efforts in shaping a young generation that is religious, strong in character, and culturally aware.

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