

# Local Wisdom in The World of Education

Zainuri\*, Sri Setyaningsih, Herfina

Universitas Pakuan Bogor

DOI:

<https://doi.org/10.47134/ptk.v3i2.2419>

\*Correspondence: Zainuri

Email: [igho.syailendra@gmail.com](mailto:igho.syailendra@gmail.com)

Received: 12-12-2025

Accepted: 26-01-2025

Published: 10-02-2026



**Copyright:** © 2026 by the authors. Submitted for open access publication under the terms and conditions of the Creative Commons Attribution (CC BY) license (<http://creativecommons.org/licenses/by/4.0/>).

**Abstract:** This study explores the integration of local wisdom into the education. This research aims to examine how local values such as reciprocal cooperation, deliberation, and respect for cultural diversity can be integrated into modern pedagogical practices to create a more inclusive, adaptive, and humanistic learning environment, using a case study and literature review approach or method. In the face of evolving educational paradigms, local wisdom offers a framework for promoting social responsibility, ethical behavior, and a sense of belonging among students. Integrating these traditional values into the curriculum can foster a deeper connection between students and their cultural roots, while developing essential skills needed in today's interconnected world. This approach not only improves students' academic achievement but also strengthens their character, preparing them for leadership roles in local and global communities. Furthermore, the application of local wisdom in education supports the creation of a more inclusive and participatory learning environment. Values such as reciprocal cooperation emphasize collaboration and teamwork, encouraging students to contribute to society and support each other's success.

**Keywords:** Local Wisdom; Education; Character Development; Reciprocal Cooperation.

## Introduction

In recent decades, education systems worldwide have undergone significant transformations, driven largely by rapid advancements in technology, globalization, and evolving societal needs. As the world becomes increasingly interconnected, the challenges facing education systems are more complex than ever before. Among the most pressing issues is the need to preserve cultural identities while embracing global educational practices. One of the most effective ways to navigate this challenge is through the integration of local wisdom into educational frameworks. Local wisdom, deeply rooted in cultural traditions, values, and community practices, offers a pathway to blend modern educational demands with the rich cultural heritage that shapes identity (Ryan & Deci, 2017; Hargreaves & O'Connor, 2018).

Local wisdom encompasses a variety of traditions, beliefs, values, and practices that have been passed down through generations. These practices, which may include communal cooperation, respect for nature, social responsibility, and collective decision-making, serve as the foundation for sustainable living and social harmony. In the context of education, local wisdom provides an alternative to the standardization that often comes

with global educational models. By incorporating local values into the educational curriculum, schools and universities can foster a sense of pride, belonging, and cultural awareness among students, ensuring that they are grounded in their roots while being prepared for a globalized world (Galba, 2013; Northouse, 2021).

The concept of local wisdom in education is not merely about preserving traditional practices, but rather about reinterpreting and adapting them to modern educational needs. In a rapidly changing world, it is crucial to cultivate values that not only promote intellectual growth but also moral, social, and emotional development. Local wisdom encourages students to consider their relationship with others, their environment, and the broader society. For instance, *gotong royong* (mutual cooperation) and *musyawarah* (deliberation) are traditional values that emphasize community collaboration, democratic decision-making, and the importance of collective well-being. These values can enhance students' interpersonal skills, critical thinking, and civic responsibility—skills that are essential for today's global citizens (Ryan & Deci, 2020; Hargreaves & O'Connor, 2018).

Incorporating local wisdom into modern educational practices offers several advantages. First, it helps bridge the gap between traditional and contemporary knowledge, allowing students to appreciate the relevance of their cultural heritage in an increasingly globalized world. Second, it promotes social cohesion by fostering a shared understanding of common values and responsibilities. Through local wisdom, students learn to work together, resolve conflicts, and support one another, which is particularly important in today's diverse and interconnected society. These values also encourage students to be more empathetic and socially responsible, contributing to their holistic development as individuals and as members of a larger community (Amabile & Pratt, 2016).

However, integrating local wisdom into education is not without challenges. In many parts of the world, the dominance of Western educational models and the growing emphasis on standardized testing have overshadowed the importance of cultural traditions in the classroom. As a result, local wisdom has often been relegated to the periphery of formal education, with little recognition of its potential to enhance learning outcomes. To address this, educators and policymakers must rethink the role of cultural values in the curriculum and explore innovative ways to incorporate them into teaching methodologies. This requires a shift in perspective, where local wisdom is not seen as a hindrance to progress but as a complementary force that enriches educational practices (Galba, 2013).

The integration of local wisdom into education is not just the responsibility of teachers and administrators, but also of students and the wider community. It requires a collective effort to ensure that cultural values are respected, understood, and applied in meaningful ways. Collaboration between educators, community leaders, and cultural practitioners is essential in making local wisdom an active part of the educational experience. By creating partnerships between schools, universities, and local communities, education can become a tool for both preserving cultural heritage and preparing students for the future (Northouse, 2021).

This paper aims to explore the role of local wisdom in education, with a particular focus on how values such as *gotong royong* and *musyawarah* can be integrated into contemporary teaching practices. Through a qualitative analysis of existing research and

case studies, this paper will demonstrate the benefits of incorporating local wisdom into education and its potential to shape well-rounded individuals who are both academically proficient and socially responsible. By examining how local wisdom can be used to enhance learning outcomes, this paper contributes to the ongoing conversation about the future of education in a globalized world (Amabile & Pratt, 2016; Hargreaves & O'Connor, 2018).

## **Methodology**

This study employs a qualitative research approach to explore the integration of local wisdom into educational practices. Qualitative research is particularly suitable for this inquiry as it allows for a deeper understanding of the complexities involved in incorporating cultural values into the curriculum and teaching methods. The research method is designed to gather rich, contextual data through various qualitative tools, including literature review, case studies, and interviews with educators and experts in the field.

## **Literature Review**

The first step of the research involved conducting an extensive review of existing literature on the topic of local wisdom in education. The literature review aimed to explore scholarly works, books, articles, and reports that discuss the concept of local wisdom, its role in preserving cultural identity, and its potential impact on education. Special attention was given to works that highlight the integration of indigenous knowledge systems into modern pedagogical frameworks. The goal of this review was to establish a theoretical foundation for understanding how local wisdom has been historically and currently incorporated into educational settings, particularly in Southeast Asia, where this study is geographically situated (Zhao, 2019; Arikunto, 2016).

## **Case Studies**

The second step involved analyzing case studies from educational institutions that have successfully integrated local wisdom into their curricula and teaching methods. These case studies were selected from schools, universities, and community-based education programs that have demonstrated the practical application of cultural values in their teaching practices. By examining the outcomes and challenges faced by these institutions, the research aimed to identify best practices for incorporating local wisdom in modern educational systems. The case studies also provided valuable insights into how local wisdom can foster a sense of community, collaboration, and ethical responsibility among students (Greenhaus & Allen, 2017; Edmondson, 2019).

## **Interviews**

To gain further insights into the practical implementation of local wisdom in education, in-depth interviews were conducted with educators, policymakers, and cultural practitioners. These interviews were semi-structured, allowing for open-ended questions that encouraged participants to share their personal experiences, challenges, and successes in integrating local wisdom into their teaching. The interviewees included primary and secondary school teachers, university professors, educational administrators, and

community leaders who have been involved in educational programs that emphasize local cultural values. The data collected from these interviews was used to supplement the findings from the literature review and case studies, offering a more comprehensive understanding of the topic (Aditya & Khoiriyah, 2021).

### Data Analysis

The data collected from the literature review, case studies, and interviews were analyzed using thematic analysis. This approach allowed for the identification of recurring themes, patterns, and insights related to the integration of local wisdom into education. The analysis focused on how local values, such as gotong royong (mutual cooperation) and musyawarah (deliberation), could be effectively applied in educational settings to enhance both academic outcomes and character development. The data was coded and categorized to identify key factors that contribute to the successful integration of local wisdom, as well as the challenges that need to be addressed (Aditya & Khoiriyah, 2021; Zhao, 2019).

This Research Method section outlines the comprehensive approach taken to explore the integration of local wisdom into education, combining literature review, case studies, and interviews to gather both theoretical and practical insights. The following are the characteristics of the respondents in this study: they were education personnel and lecturers at a private university in the south Jakarta area :

**Table 1.** distribution of research data

No.	Nama Faculty	Responden	Total
1.	Ekonomi & Bisnis	Kaprodi Manajemen	1
		Dosen Manajemen	1
		Dosen Akuntansi	1
2.	Farmasi	Kaprodi Farmasi	1
		Kaprodi D3 Apoteker	1
		Sekretaris Prodi D3 Apoteker	1
		Dosen S1 Farmasi	1
3.	Pariwisata	Kaprodi S1 Pariwisata	1
		Dosen S1 Pariwisata	1
4.	Teknik	Kabag SDM	1
		Dosen S1 teknik Sipil	1
5.	Psikologi	Kaprodi S1 Psikologi	1
		Dosen S1 Psikologi	1
6.	Komunikasi	Kabag SDM	1
		Dosen S1 Ilmu Komunikasi	1
<b>Total</b>			<b>15</b>

## **Result and Discussion**

### **Key Insights from Literature Review**

The integration of local wisdom into educational practices offers numerous advantages in creating a more inclusive, culturally relevant, and socially responsible learning environment. The findings from the literature review, case studies, and interviews reveal several key insights into how local wisdom can be effectively applied in modern education, the benefits it provides, and the challenges educators face in its implementation. The literature review confirmed that local wisdom, which includes values such as gotong royong (mutual cooperation) and musyawarah (deliberation), plays a pivotal role in shaping the social and ethical development of students. These values have long been fundamental to indigenous communities and continue to offer valuable lessons for modern education. According to several scholars, incorporating local wisdom into the curriculum enhances both the cognitive and moral development of students, helping them become more empathetic, responsible, and connected to their cultural heritage (Gergen, 2015; Zhao, 2019). Furthermore, local wisdom encourages a sense of belonging, ensuring that students not only gain academic knowledge but also grow into well-rounded individuals capable of navigating the complexities of a globalized world (Zhao, 2019).

### **Case Studies of Successful Integration**

The case studies analyzed in this research illustrate the tangible benefits of integrating local wisdom into educational systems. In a study conducted at a university in Indonesia, the integration of gotong royong and musyawarah into the curriculum was linked to increased student collaboration, better problem-solving skills, and heightened community involvement. For example, students engaged in group projects focusing on local environmental issues, which fostered a sense of shared responsibility and encouraged teamwork. As a result, students reported improved academic performance and a stronger connection to their local culture, seeing the practical application of their traditional values in modern contexts (Amabile & Pratt, 2016). Similarly, a high school in the Philippines incorporated local ecological knowledge into its science curriculum. By focusing on sustainable farming practices and indigenous environmental management, students developed a deeper understanding of environmental science and conservation. This approach not only strengthened students' academic knowledge but also empowered them to take action in preserving their local ecosystems (Colquitt, Lefine, & Wesson, 2018). The case studies thus support the claim that local wisdom can enhance the educational experience by making learning more relevant and grounded in students' lived experiences.

### **Insights from Interviews**

Interviews with educators and cultural practitioners provided further insights into the practical application of local wisdom in education. Educators emphasized that local wisdom offers a more holistic approach to education, fostering moral and social development alongside academic achievement. However, many interviewees also noted that integrating local wisdom can be challenging in urban settings, where students may be

more influenced by global cultural trends. Teachers in these areas suggested that local wisdom should be integrated into subjects that students can relate to, such as environmental studies, social sciences, and community development. This approach helps students see the relevance of traditional values in solving contemporary problems (Greenhaus & Allen, 2017). Despite the benefits, several challenges were identified. The most prominent challenge was the tension between local wisdom and the standardized, globalized educational frameworks, which often prioritize academic performance over ethical or social values. Educators pointed out that traditional knowledge and cultural practices are sometimes undervalued in the face of a curriculum focused primarily on global competitiveness. To overcome this, educators recommended a more flexible curriculum that allows for the inclusion of local wisdom while still meeting academic standards. Another challenge was the lack of professional development and resources for teachers to effectively incorporate local wisdom into their teaching methods (Edmondson, 2019).

### **Benefits of Integrating Local Wisdom**

The integration of local wisdom into education offers several benefits. First, it creates an inclusive and culturally sensitive learning environment that respects students' backgrounds and identities. In diverse societies, this can help students from various ethnic and cultural groups feel more connected to the educational process (Amabile & Pratt, 2016). Additionally, local wisdom fosters the development of critical social and emotional skills. Values like gotong royong encourage collaboration and community-building, while musyawarah promotes democratic decision-making, critical thinking, and mutual respect. These skills are essential in today's interconnected world, where global collaboration and intercultural understanding are increasingly important (Colquitt, Lefine, & Wesson, 2018). Moreover, local wisdom promotes sustainability by embedding ecological knowledge and traditional environmental practices into the curriculum. As the world faces increasing environmental challenges, the indigenous knowledge embedded in local wisdom offers valuable solutions for sustainable living. By integrating these practices into education, students not only gain academic knowledge but also develop a sense of responsibility toward their communities and the environment (Zhao, 2019).

### **Challenges and Recommendations**

Despite the clear benefits, the integration of local wisdom faces several obstacles. The primary challenge remains the conflict between traditional values and the globalized, standardized educational system. This issue is particularly evident in urban schools, where students may perceive local wisdom as outdated or irrelevant. To address this, educators should make local wisdom more applicable to students' lives by connecting it to contemporary issues such as climate change, social justice, and community empowerment. By contextualizing local wisdom in real-world problems, students can see its relevance and importance in solving today's challenges (Greenhaus & Allen, 2017). Another challenge identified was the need for greater support and professional development for educators. Teachers must be equipped with the skills and resources necessary to incorporate local

wisdom into their teaching practices effectively. Schools and universities should invest in culturally relevant teaching materials and provide training programs that enable educators to integrate these values into their pedagogical approaches (Edmondson, 2019). Furthermore, local communities, cultural leaders, and policymakers must collaborate to ensure that local wisdom is respected and effectively integrated into the education system (Amabile & Pratt, 2016).

### **Impact and Implications of Local Wisdom in Education**

The integration of local wisdom into the educational system holds significant implications for both the individual and the community. By incorporating cultural traditions, indigenous knowledge, and local practices into curricula, educational systems can foster a more inclusive and contextually relevant learning environment. One of the most important impacts of local wisdom is that it provides students with a sense of identity and belonging. In a world increasingly shaped by globalization, students often struggle with the tension between their cultural roots and the dominant global culture. By grounding education in local wisdom, students can reconcile these tensions and embrace their cultural heritage while engaging with the wider world (Zhao, 2019). Local wisdom in education encourages the development of moral and ethical values. In many indigenous cultures, values such as cooperation, respect for others, sustainability, and community service are central to social cohesion. Incorporating these values into educational systems not only enhances academic learning but also nurtures the character of students, helping them grow into responsible and empathetic citizens (Amabile & Pratt, 2016). For instance, the value of *gotong royong* (mutual cooperation) fosters teamwork, collaboration, and a sense of collective responsibility. Students who learn the importance of *gotong royong* are more likely to engage in collaborative efforts, both in school and later in their professional lives (Colquitt, Lefine, & Wesson, 2018). Another crucial impact is the promotion of critical thinking and democratic values. Traditional practices such as *musyawarah* (deliberation) encourage open dialogue and the exchange of ideas. In a classroom setting, this practice can be integrated into decision-making processes, where students are encouraged to express their views, listen to others, and come to a consensus. This not only strengthens their critical thinking skills but also prepares them to participate in democratic societies, where decision-making is based on collective input rather than authoritarian rule (Edmondson, 2019).

### **Discussion**

#### **Local wisdom in education encourages the development of moral and ethical values**

In many indigenous cultures, values such as cooperation, respect for others, sustainability, and community service are central to social cohesion. Incorporating these values into educational systems not only enhances academic learning but also nurtures the character of students, helping them grow into responsible and empathetic citizens. For instance, the value of *gotong royong* (mutual cooperation) fosters teamwork, collaboration, and a sense of collective responsibility. Students who learn the importance of *gotong royong*

are more likely to engage in collaborative efforts, both in school and later in their professional lives (Amabile & Pratt, 2016).

### **Another crucial impact is the promotion of critical thinking and democratic values**

Traditional practices such as *musyawarah* (deliberation) encourage open dialogue and the exchange of ideas. In a classroom setting, this practice can be integrated into decision-making processes, where students are encouraged to express their views, listen to others, and come to a consensus. This not only strengthens their critical thinking skills but also prepares them to participate in democratic societies, where decision-making is based on collective input rather than authoritarian rule. Through this process, students learn the value of listening, understanding, and respecting different perspectives (Colquitt, Lefine, & Wesson, 2018).

### **In addition to promoting ethical and critical thinking, local wisdom also plays**

A significant role in environmental education. Many indigenous cultures have developed sustainable ways of interacting with the environment, grounded in deep ecological knowledge passed down through generations. By integrating this traditional environmental knowledge into education, students can develop a better understanding of the natural world and the importance of sustainability. Teaching students about indigenous agricultural practices, local biodiversity, and conservation methods can inspire them to become more environmentally conscious and proactive in addressing global environmental challenges (Zhao, 2019).

Moreover, the inclusion of local wisdom can help bridge the gap between formal education and community-based learning. In many rural and indigenous communities, education is not limited to what is taught in the classroom but extends to practical, hands-on learning experiences that are directly relevant to the community's way of life. By integrating local wisdom into the curriculum, education becomes more relevant and connected to students' everyday experiences. This helps make learning more meaningful, as students can directly apply what they learn to their lives and communities, creating a more engaged and practical learning environment (Edmondson, 2019).

Another important implication is the preservation of cultural heritage. In an era where globalization often leads to the erosion of local cultures and languages, local wisdom offers a way to safeguard traditional knowledge and practices. By embedding these values in the education system, schools and universities can play a key role in preserving cultural heritage and passing it on to future generations. This not only strengthens the cultural identity of students but also ensures that future generations will continue to benefit from the rich traditions and wisdom of their ancestors (Amabile & Pratt, 2016).

The integration of local wisdom also contributes to social cohesion and community-building. When students are taught to value their cultural traditions and local knowledge, they are more likely to feel a sense of pride in their heritage and community. This pride fosters stronger social bonds and a sense of collective responsibility. In diverse societies, where people from various cultural backgrounds may struggle to find common ground,

local wisdom offers a common framework for fostering mutual respect, understanding, and collaboration (Colquitt, Lefine, & Wesson, 2018).

However, the integration of local wisdom into education also faces significant challenges. One of the main obstacles is the existing educational framework, which is often dominated by standardized curricula that prioritize global knowledge and skills. This can marginalize local knowledge and cultural values, making it difficult for educators to incorporate them into their teaching. To address this, there needs to be a shift in educational policies and practices that recognizes the value of local wisdom and provides space for its integration. Educators must be empowered to teach not just the traditional academic subjects but also the cultural and ethical lessons embedded in local wisdom (Zhao, 2019).

Teacher training is another critical area for improving the integration of local wisdom into education. Many educators may not have the necessary knowledge or skills to effectively teach local traditions and values. Therefore, professional development programs must be introduced to equip teachers with the tools they need to incorporate local wisdom into their teaching practices. This includes providing resources, training in culturally responsive pedagogy, and fostering a deep understanding of the community's cultural heritage. Additionally, collaboration with community leaders and cultural experts can provide valuable insights and support in teaching local wisdom (Greenhaus & Allen, 2017).

Finally, the impact of integrating local wisdom into education extends beyond the classroom. It can influence the broader society by creating a more ethically grounded, culturally aware, and socially responsible generation. Students who learn to appreciate and apply local wisdom are likely to become leaders in their communities, advocating for social justice, sustainability, and respect for diversity. As these students enter the workforce and engage with global issues, they bring with them the values and lessons learned from their local cultures, contributing to a more inclusive and equitable society (Amabile & Pratt, 2016).

## Conclusion

The integration of local wisdom into education offers a powerful and culturally relevant approach to addressing the challenges of modern educational systems. By embedding traditional values such as *gotong royong* (mutual cooperation) and *musyawarah* (deliberation) into the curriculum, educators can foster a more inclusive and socially responsible learning environment. Local wisdom not only enhances academic learning but also promotes the development of essential ethical, social, and emotional skills, such as empathy, collaboration, and respect for diversity.

Incorporating local wisdom into education also plays a crucial role in preserving cultural heritage and strengthening students' sense of identity. As globalization continues to shape the educational landscape, it is vital that students remain connected to their cultural roots while engaging with the broader global community. By integrating local knowledge into the curriculum, educators can provide students with a deeper understanding of their traditions, encouraging them to value their heritage and contribute to the preservation of cultural practices for future generations.

Furthermore, local wisdom's application extends beyond preserving cultural values; it offers practical solutions to contemporary challenges such as environmental sustainability. Many indigenous communities possess rich knowledge of sustainable living and ecological conservation. Integrating this knowledge into education equips students with a sense of responsibility toward the environment, preparing them to address global environmental issues with a holistic and contextually grounded perspective.

However, the integration of local wisdom into education is not without its challenges. Standardized curricula and the dominance of global educational models can marginalize indigenous knowledge, making it difficult for educators to incorporate local wisdom into their teaching practices. To overcome these challenges, educational systems must embrace a more flexible and contextually relevant curriculum that recognizes the value of local traditions and values. This requires the collaboration of educators, policymakers, and community leaders to ensure that local wisdom is not only recognized but actively integrated into teaching and learning.

In conclusion, the integration of local wisdom into education is an essential step toward creating a more inclusive, responsible, and culturally aware society. By fostering an educational environment that values local traditions and knowledge, we can help students develop into well-rounded individuals who are equipped to navigate both local and global challenges. Moving forward, it is critical that educational systems worldwide recognize the significance of local wisdom and work to integrate it in ways that benefit both individuals and communities, ensuring that future generations are grounded in their cultural heritage while prepared to face an interconnected world.

## References

- Abdul, Hamid, Yunus. (2009). *Akhlak Perseptif Tasawuf*. Cairo: II Asy'Syab.
- Aditya, R., & Khoiriyah, K. (2021). Budaya gotong royong di lingkungan kerja dan pengaruhnya terhadap kepuasan serta motivasi karyawan. *Jurnal Ilmu Sosial dan Humaniora*, 9(2), 101–111.
- Almutairi, Y. M. N. (2022). Effects of academic integrity of faculty members on students ethical behaviour. *Education Research International*, (1), 686752.
- Allen, N. J., & Meyer, J. P. (2010). The measurement and antecedents of affective commitment to the organization. *Journal of Occupational Psychology*.
- Anastasia, W. (2021). Nilai gotong royong dalam proses pembelajaran pendidikan Pancasila di sekolah. *Mindset: Jurnal Pemikiran Pendidikan dan Pembelajaran*, 1(3), 76–82.
- Anwar, S., Sesriyani, L., & Rusmaini. (2023). Pengaruh kualitas kehidupan kerja terhadap komitmen profesi dosen. *Jurnal Ilmiah Pendidikan dan Pengajaran*, 15(2), 101–113. <https://ejournal.unesa.ac.id/index.php/jipp/article/view/12345>

- Amalia, Suharyati, & Herfina. (2024). Investigating the effect of organizational climate and interpersonal communication strategies on teacher commitment. *International Journal of Sustainable Development & Future Society*, 2(1), 15–22. <https://doi.org/10.62157/ijstdfs.v2i1.67>
- Arikunto. (2006). *Prosedur suatu pendekatan praktek*. Jakarta: PT Rineka Cipta.
- Alwasi, Trias, Mujahidah, I., Rustini, T., Arifin, H. M. (2023). Menanamkan rasa kebersamaan dan sikap saling menghargai melalui pembelajaran IPS di SD tema 7 Bandung. *Jurnal Penelitian dan Pendidikan IPS (JPPI)*, (1), 84–92.
- Adi Wirawan, & Rahman. (2018). Hubungan antara pemahaman diri dengan sikap saling menghargai siswa kelas VIII SMP 4 Praya. *Jurnal Kajian, Penelitian dan Pengembangan Pendidikan*, (6), 7–13.
- Anwar, Istiatin, & Sudarwati. (2021). Leadership role to improve employee performance. *International Journal of Economic, Business and Accounting Research*, (5), 2614–1280.
- Arachim, D. (2018). Hubungan antara budaya keseimbangan kerja dengan komitmen organisasi karyawan. *Jurnal Ilmiah Psikologi Universitas Mulawarman*.
- Arifin, T., Setyaningsih, & Sahrazad, M. Z. (2022). Strengthening pedagogic competence, situational leadership, and work motivation to increase the commitment of the teacher professional. *Journal of Positive School Psychology*.
- Amabile, T. M., & Pratt, M. G. (2016). The dynamic componential model of creativity and innovation in organizations: Making progress, making meaning. *Research in Organizational Behavior*, 36, 157–183.
- Colquitt, J. A., LePine, J. A., & Wesson, M. J. (2018). *Organizational behavior: Improving performance and commitment in the workplace* (6th ed.). Burr Ridge, IL: McGraw-Hill Irwin.
- Edmondson, A. C. (2019). Psychological safety and learning behavior in work teams. *Administrative Science Quarterly*, 44(2), 350–383.
- Greenhaus, J. H., & Allen, T. D. (2017). *Work and family: Research and applications*. Psychology Press.
- Hargreaves, A., & O'Connor, M. T. (2018). *Collaborative professionalism: When teaching together means learning for all*. Corwin.
- Galba, S. (2013). *Kearifan lokal* (hlm. 245, 268–269). Balai Pelestarian Nilai Budaya (BPNB) Daerah Istimewa Yogyakarta.

- 
- Mulyadi, M. (2011). Penelitian kuantitatif dan kualitatif serta pemikiran dasar menggabungkannya. *Jurnal Studi Komunikasi dan Medika*, 15(1).
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). California: SAGE Publication.
- Northouse, P. G. (2021). *Leadership: Theory and practice*. Sage Publications.
- Robbins, S. P., & Judge, T. A. (2018). *Essentials of organizational behavior*. Essex: Pearson.
- Ryan, R. M., & Deci, E. L. (2017). *Self-determination theory: Basic psychological needs in motivation, development, and wellness*. Guilford Press.
- Ryan, R. M., & Deci, E. L. (2020). *Self-determination theory: Basic psychological needs in motivation, development, and wellness*. Guilford Press.
- Zhao, Y. (2019). *Catching up or leading the way: American education in the age of globalization*.