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Analysis of PGMI Students' Ability to Identify Local Wisdom Values in Children's Literature Texts

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Abstract

The ability of prospective SD/MI (elementary school) teacher students to identify local wisdom values in children's literary texts varies and has not yet fully demonstrated depth in cultural analysis. This condition raises questions about the extent to which students are able to recognize and interpret the local wisdom values contained in children's literary texts. This study aims to analyze the ability of students in the PGMI Study Program to identify local wisdom values in children's literary texts. This research employed a descriptive design with a qualitative approach involving 20 students who were assigned to analyze literary texts based on local wisdom. The data were classified into three ability categories high, moderate, and low based on the accuracy of value identification, depth of analysis, and the ability to relate the values to the cultural context of Ternate. The results showed that 55% of the students were in the high category, as they were able to identify implicit values and relate them to the philosophy of Ternate traditional customs. A total of 35% were in the moderate category, demonstrating the ability to identify general moral values but not yet specifically linked to the local context. Meanwhile, 10% were categorized as low due to difficulties in determining the moral message and interpreting cultural symbols. These findings indicate that the majority of students have demonstrated good ability in identifying local wisdom values. However, strengthening instruction in children's literature based on local culture is still necessary to enhance analytical depth and cultural sensitivity among prospective elementary/Islamic elementary school (SD/MI) teachers. The findings of this study indicate the importance of strengthening local culture based children's literature learning for prospective SD/MI (elementary school) teachers, so that they develop stronger cultural sensitivity and deeper analytical skills in utilizing literature as a medium

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for character education grounded in local wisdom.

Keyword: Analytical Ability, Local Wisdom, Children's Literature.

INTRODUCTION

Children's literature is not merely a form of entertainment, but also a strategic medium for instilling character values in elementary school students (Hadijah et al., 2025). It functions as an effective learning medium for introducing positive values such as honesty, courage, responsibility, and social care. The characteristics of the characters portrayed in stories make it easier for students to understand, internalize, and emulate positive behavior in an enjoyable way (Rosid, 2021). Through activities such as shared reading, role-playing, and story writing, students are actively involved while also experiencing emotional engagement. These activities provide opportunities for students to develop moral sensitivity, empathy, creativity, and critical thinking skills (Nono et al., 2025). Thus, children's literature serves as a medium for character formation as well as the development of literacy competencies. This perspective is in line with the implementation of the Merdeka Curriculum, which places strong emphasis on character education through the Pancasila Student Profile. The values contained in the dimensions of the Pancasila Student Profile—such as faith and noble character, global diversity, mutual cooperation, independence, critical reasoning, and creativity are highly relevant to the values that can be explored through literary texts (Afif, 2022).

Integrating local wisdom into children's literature learning is a strategic step in creating instruction that is contextual, meaningful, and relevant to students' lives. Local wisdom essentially refers to a set of important values that are enriched and used as behavioral guidelines by local communities, which have been passed down from generation to generation through oral literature (Saputra et al., 2022). In literature learning, local wisdom can be integrated through story themes, characters, settings, conflicts, or moral messages that reflect the life of the local community. In line with (Lestariningrum et al., 2023), local wisdom represents positive values derived from local culture that have been widely recognized by society for their virtues and are aligned with the values of Pancasila as a guideline for national and civic life. Folklore, as a heritage passed down from ancestors, forms an inseparable part of local cultural identity. The local wisdom embedded in these stories plays an important role, especially in the modern era, when cultural values and social norms within communities are gradually fading. Through the use of folklore as a learning approach, students are not only introduced to character values but also gain an understanding of the noble values embedded in local culture (Suryanto et al., 2024).

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As one of the regions rich in cultural values and local traditions, Ternate possesses a wealth of folklore that has been passed down from generation to generation through both oral and written traditions. These folktales do not merely serve as entertainment but also contain moral messages and local wisdom values that reflect the cultural identity of the Ternate community. The diversity of Ternate folklore has great potential to be utilized as a contextual learning resource, particularly in elementary school education (Irwan et al., 2023). By presenting characters, plots, and conflicts that are closely related to the socio-cultural realities of Ternate, students can learn to emulate positive behaviors while avoiding attitudes that are inconsistent with cultural values and social norms.

Efforts to instill students' character through local stories have been highlighted in various studies. For instance, (Haryaningrum et al., 2023) revealed that the use of digital picture storybooks based on local wisdom is effective in developing children's moral intelligence. Similarly, (Murniayudi & Sujarwo, 2021) found that the development of local wisdom–based picture storybooks effectively enhances the character of social care. Character education grounded in local wisdom is considered capable of shaping the character of elementary school students in accordance with their cultural background while also supporting social learning theory and ecological development perspectives (Qudwatullathifah et al., 2025). Therefore, teachers as learning facilitators are required to possess a deep understanding of the moral messages contained in local stories (Rachma et al., 2024). Without adequate understanding, story-based learning risks focusing only on reading activities and textual comprehension of the story, without exploring the deeper noble values embedded within it (Rahmawati et al., 2023). As a result, local stories may be positioned merely as language learning materials rather than as a medium for character formation and strengthening students' cultural identity. In fact, at the SD/MI (elementary school) level, learning should be able to integrate cognitive, affective, and psychomotor aspects in a balanced manner.

Students of the Madrasah Ibtidaiyah Teacher Education Program (PGMI), as prospective teachers, have a strategic role in implementing learning based on children's literature and local wisdom in schools. A strong understanding of local wisdom values will determine the success of these students in designing and implementing learning that is not only oriented toward cognitive aspects but also toward the development of students' character (Mastiah et al., 2021). However, in practice, not all prospective teacher students possess adequate ability to identify and interpret local wisdom values in children's literary texts. A similar finding was reported by (Patintingan & Payung, 2019) who noted that many students still lack the competence to systematically identify intrinsic elements related to moral values within a story. Literature

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learning also tends to focus more on understanding intrinsic textual elements such as characters, plot, and setting, without exploring in depth the cultural values and moral messages embedded in the text (Hidayat et al., 2025). This condition may lead to the suboptimal use of children's literature in learning, particularly in supporting character education based on local wisdom.

Based on the above description, it is important to conduct a study analyzing the ability of PGMI students at IAIN Ternate to identify local wisdom values in children's literary texts. This research is expected to provide a clear picture of the students' level of competence as prospective teachers, as well as serve as evaluation material and a foundation for developing children's literature learning based on local wisdom within the PGMI program at IAIN Ternate. Furthermore, this study is expected to contribute to improving the quality of primary Islamic teacher education rooted in local cultural values and national character development.

METHOD

This study is a descriptive research employing a qualitative approach to analyze students' ability to identify local wisdom values in children's literature texts. A qualitative descriptive method is defined as a research approach that aims to analyze, describe, and summarize various conditions and situations based on data collected in the form of interviews or observations regarding the problems being investigated in the field (Moleong, 2010:6). The data were obtained from the results of students' analysis of a Ternate folktale text. The subjects of this study were third-semester students of the Madrasah Ibtidaiyah Teacher Education Study Program at IAIN Ternate in the 2025/2026 academic year, consisting of 20 students. The story analyzed was "Legenda Telaga Biru," a folktale that reflects the local wisdom of the Ternate community.

Furthermore, the data obtained from the identification of local wisdom values in children's literature texts were analyzed using qualitative descriptive analysis to determine students' ability to identify local wisdom values in the story text. The data were then classified into three categories of ability, namely high, moderate, and low, based on the accuracy of value identification, the depth of analysis, and the ability to relate the values to the cultural context of Ternate. The assessment indicators included the accuracy of value identification, the depth of interpretation, and the relevance to the cultural context of Ternate.

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RESULTS AND DISCUSSION

Results

In collecting data on students' ability to analyze local wisdom values, a literary text analysis worksheet was used as the research instrument. The purpose of the story analysis was to determine the ability of PGMI students as prospective teachers to identify local wisdom values in children's literature texts. The analysis was conducted by examining students' ability to identify textual excerpts, recognize local wisdom values, interpret meanings within their cultural context, and relate them to the relevance of learning for elementary school (SD/MI) students. Furthermore, students' abilities were classified into three categories: high, moderate, and low, based on the accuracy of value identification, the depth of analysis, and the ability to relate these values to the local cultural context of Ternate. Based on the analysis of 20 students' worksheets, the following data were obtained.

Table 1. Distribution of Students' Ability in Identifying Local Wisdom Values in Children's Literature

Ability Category	Frequency	Percentage	Brief Description
High	11	55%	Able to identify implicit values and relate them to the traditional philosophy of Ternate
Moderate	7	35%	Able to identify general moral values, but not specifically related to local wisdom
Low	2	10%	Having difficulty determining the moral message or misinterpreting cultural symbols

Based on the results of the data analysis, it was found that 11 students (55%) were categorized as having a high level of ability. Students in this category were able to identify local wisdom values in depth, including values that are implicit in children's literary texts. They not only identified moral values but were also able to relate them to the philosophical foundations of the customs and culture of the Ternate community, such as values of loyalty, respect for traditions, social solidarity, and the harmonious relationship between humans and nature. This can be seen in the students' analysis of the folktale The Legend of Telaga Biru. The students were able to identify the value of loyalty and commitment in the event when the character Majojaru

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promised to faithfully wait for Magohiduuru until he returned from his journey. This value was not only interpreted as an expression of loyalty in a personal relationship, but was also understood as part of the concept of honor within the local cultural context. In addition, the students were able to relate the event of a traditional ritual marked by the sound of dolo-dolo as a symbol of respect for ancestors and as a form of communal deliberation. This analysis indicates that the students not only understood the story textually but were also able to interpret the cultural meanings embedded in local symbols and traditions.

Furthermore, 7 students (35%) were categorized as having a moderate level of ability. Students in this category were generally able to identify general moral values in the story, such as honesty, loyalty, responsibility, and hard work. However, their analysis was still limited to the level of universal moral understanding and had not yet linked these values specifically to the local cultural context of the Ternate community. This can be seen from several students who were able to identify the value of hard work in the event when Magohiduuru went away to prepare himself before proposing to his beloved. Nevertheless, they were not yet able to explain that the tradition of wandering or migrating in local culture is also associated with proving one's maturity and social responsibility within the community. Therefore, the analysis produced by these students tended to remain descriptive and had not yet explored the deeper symbolic meanings of cultural elements or local terms contained in the text.

Meanwhile, 2 students (10%) were categorized as having a low level of ability. Students in this group experienced difficulties in determining the moral message of the story and tended to misinterpret cultural symbols and local terms found in the children's literary text. They only explained the event of the formation of Telaga Biru as merely a tragic story without understanding the symbolic relationship between humans and nature, which is part of the cosmological perspective of the local community. This condition indicates that these students still have limitations in understanding the cultural context underlying the folktale.

Overall, the results of the study indicate that the majority of PGMI students at IAIN Ternate have a fairly good ability to identify local wisdom values in children's literary texts. Students in the high-ability category were able to conduct deeper analyses by linking the moral values in the story with the philosophical foundations of local culture. Meanwhile, students in the moderate and low categories still require further reinforcement in understanding cultural symbols and the social context underlying the folktales. These findings suggest that children's literature learning based on local wisdom has significant potential in developing the cultural analytical skills of prospective teachers. However, it is still necessary to strengthen instructional approaches that specifically emphasize the analysis of local cultural contexts. Such efforts will

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enable all students to better understand and internalize local wisdom values more comprehensively and to implement them effectively in elementary school learning.

DISCUSSION

The results of the study indicate that the ability of students in the PGMI Study Program at IAIN Ternate to identify local wisdom values in children's literary texts is generally at a good level. This is reflected in the distribution of students' abilities, where 55% of students are categorized as having high ability, 35% as moderate ability, and 10% as low ability. These findings suggest that most students have been able to understand and identify the values contained in children's literary texts based on folktales, although the depth of the analyses conducted by the students still varies.

Students in the high-ability category were not only able to identify explicit moral values in the story, but also capable of interpreting implicit values and relating them to the cultural context of the local community. In their analysis of the folktale The Legend of Telaga Biru, the students were able to identify values such as loyalty, responsibility, respect for tradition, and the harmonious relationship between humans and nature. This ability indicates that the students were able to understand the literary text contextually and connect it with the cultural values that develop within the community.

These findings are in line with the view that children's literature has a strong educational function in character formation. According to Nurgiyantoro (2019:51), children's literature is a literary work designed to provide aesthetic experiences while also containing life values that can support children's moral and emotional development. Through the characters, conflicts, and events presented in the story, readers are able to understand various life values in a more concrete way (Hafizah et al., 2021). Therefore, the ability of prospective teachers to identify and interpret these values becomes essential so that children's literature can be utilized optimally in the learning process at the elementary school level.

The students' ability to relate the story to the local cultural context also indicates an understanding of the concept of local wisdom in education. Local wisdom is essentially a system of values that develops within a community and is passed down from generation to generation through various forms of tradition, including folktales. According to (Nasir et al., 2025) local wisdom represents knowledge and cultural values that serve as guidelines for community members in interacting with one another and with the natural environment. Therefore, folktales do not merely function as entertainment, but also serve as a medium for transmitting cultural values that are important for shaping community identity

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These findings are also consistent with research conducted by (Dewi, 2025) which states that the use of story-based media grounded in local wisdom can help students understand moral and cultural values more deeply. Stories that are rooted in local culture have a close connection with everyday life, making it easier for readers to comprehend the messages contained within them. Thus, students' ability to identify local wisdom values indicates that children's literature based on local culture can serve as an effective learning resource in character education. In addition, (Ratih, 2019) in her study, revealed that the use of illustrated storybooks based on local wisdom has proven effective in improving children's social care character. This finding suggests that the values embedded in folktales not only serve an aesthetic function but also have an educational role in shaping students' character. Therefore, the ability of prospective teacher students to understand these values becomes very important so that they can utilize children's literature as a meaningful learning medium.

Meanwhile, students in the moderate ability category were able to identify universal moral values such as honesty, responsibility, and hard work. However, they were not yet able to relate these values more specifically to the local cultural context underlying the story. The analyses conducted by students in this category were generally descriptive and limited to recognizing explicit moral messages in the story, without further exploring the symbolic meanings or cultural philosophies embedded in it. This condition indicates that some students still perceive children's literature merely as a narrative text that conveys general moral messages, rather than as a representation of cultural values that live and develop within a particular society.

These limitations indicate that students' understanding of children's literature is still at a basic level of interpretation, where stories are primarily viewed as a series of events containing universal moral messages. However, from the perspective of literary studies and cultural education, literary texts are not only understood as narrative works but also as cultural products that represent the values, norms, and worldview of the society in which they are created. Therefore, the ability to relate literary texts to the local cultural context becomes an important aspect of literary interpretation, particularly for teacher education students who will later utilize literature as a learning medium in schools.

These findings are consistent with the study conducted by (Azkiya et al., 2024) which shows that many students still experience difficulties in identifying the intrinsic elements of a story related to moral values in a structured manner. This indicates that literature learning in higher education still tends to focus on understanding the structural aspects of the text, such as characters, plot, and setting, without providing sufficient emphasis on the analysis of cultural

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values embedded in literary texts. This situation suggests the need for more contextual and exploratory learning strategies so that students are able to read children's literary texts as products of local culture, rather than merely as stories containing moral messages. Similarly, (Huda et al., 2022) argue that character education based on local wisdom in higher education is important to balance the dominance of theoretical knowledge among students.

The integration of local wisdom values in the learning process can help students understand the socio-cultural realities around them while also strengthening their cultural identity (Setiawaty et al., 2025). In the context of literature learning, this integration can be carried out through the use of regional folktales as learning resources, enabling students to examine cultural values more deeply. Through this approach, students not only learn to understand the structure of a story but are also trained to conduct critical interpretations of the cultural values embedded within it. This ability is particularly important for PGMI students as prospective elementary school teachers, as they are expected to utilize children's literature as a medium for character education that is contextual and relevant to students' daily lives (Yuniarti et al., 2024).

On the other hand, students in the low-ability category showed difficulties in identifying the moral message of the story and interpreting cultural symbols and local terms found in children's literary texts. This condition indicates that understanding the local cultural context remains a challenge for some students (Asia et al., 2025). In fact, understanding local culture is an important aspect of literature learning based on local wisdom. This is in line with the view of (Rohman et al., 2026) who state that character education based on local wisdom can shape students' character in accordance with their cultural background while also strengthening local cultural identity. From the perspective of character education, the use of folktales as learning resources plays an important role in shaping students' character. As stated by (Murti & Handayani, 2022) character education grounded in local wisdom can foster students' character in harmony with the culture of their community while reinforcing local cultural identity. Values such as mutual cooperation, responsibility, respect for traditions, and care for the environment can be instilled through stories derived from local cultural traditions.

In addition, students' ability to identify local wisdom values is also closely related to the role of the teacher as a facilitator in the learning process. As stated by (Herlinawati et al., 2022) teachers need to have a deep understanding of the moral messages contained in stories in order to convey these meanings appropriately to students. Without such understanding, story-based learning may only focus on reading activities and textual comprehension of the story content. Therefore, understanding the cultural values embedded in folktales becomes essential,

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particularly for PGMI students as prospective elementary school teachers. A similar view is expressed by (Umri & Syah, 2021) who argue that without a deep understanding of cultural values, literary texts in the classroom are often used merely as language teaching materials rather than as media for character development and the strengthening of students' cultural identity. Consequently, the ability of prospective teachers to identify local wisdom values becomes an important factor in the successful implementation of literature learning in elementary schools.

Overall, the results of this study indicate that children's literature learning based on local wisdom has significant potential to develop students' cultural analysis skills while also preparing them as prospective teachers who are capable of integrating character education into the learning process. Strengthening literature learning that emphasizes the analysis of local cultural contexts needs to be continuously carried out so that students not only understand stories textually but are also able to explore the cultural values embedded within them. Therefore, children's literature learning based on local wisdom in teacher education programs needs to be designed in a more contextual manner by utilizing regional folktales as learning resources. This approach is expected to enhance students' ability to understand local cultural values while also preparing them to implement local wisdom–based learning in elementary schools

CONCLUSION

Based on the research findings, the majority of PGMI students at IAIN Ternate (55%) demonstrated a high level of ability in identifying local wisdom values in children's literature texts, particularly in recognizing implicit values and relating them to the traditional philosophy of Ternate. A number of students (35%) were still categorized at a moderate level, as they were only able to identify general moral values, while the remaining 10% experienced difficulties in interpreting the moral messages and cultural symbols in the text. These findings indicate that strengthening literature learning based on local wisdom is still necessary in order to enhance students' depth of cultural analysis.

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