

Development Of A Model For Utilizing Basasulsel Wiki As A Local Knowledge–Based Learning Media In Senior High Schools

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Abstract

This article aims to develop a model for utilizing the BASAsulsel Wiki platform as a local knowledge–based learning medium within the context of implementing the Merdeka Curriculum in secondary schools. This study employs a qualitative approach with a Design-Based Research (DBR) design, combined with a literature review and empirical reflections from the implementation of participatory wikithon workshops in partner schools. The findings indicate that BASAsulsel Wiki functions not only as an information repository but also as a space for knowledge production that encourages active student engagement in identifying social issues, constructing arguments, and publishing their work digitally. The developed learning model integrates three main components: local knowledge, the use of a digital Makassar language dictionary, and students' active participation in voicing social issues. These components significantly contribute to enhancing digital literacy, critical thinking skills, and students' social awareness. Furthermore, the integration of local language through digital dictionary features strengthens cultural identity within technology-based learning processes. Conceptually, the novelty of this study lies in the development of a learning model that combines a wiki platform, a participatory wikithon-based approach, and the reinforcement of local wisdom as a contextual, collaborative, and adaptive learning strategy. This model has the potential to be replicated in various educational contexts as an effort to support more meaningful learning transformation in accordance with the demands of the 21st century.

Keywords: BASAsulsel Wiki, Digital Literacy, Local Knowledge-Based Learning



INTRODUCTION

Education is a fundamental pillar that plays a central role in shaping individuals and social order, with broad implications for a nation's progress. From a social perspective, education functions as an instrument to mitigate socio-economic disparities by providing equitable access to knowledge and opportunities (Khasyia et al., 2025). From an economic standpoint, investment in education has been shown to positively correlate with improvements in workforce capabilities, innovation capacity, and the rate of national economic growth (Rizkiyana et al., 2024). Education is an effort to develop and transform students' behavior. It encompasses the process of transferring knowledge, attitudes, values, skills, and other behavioral aspects to the next generation. In other words, education is a teaching and learning activity that shapes human behavior patterns in accordance with the norms and expectations established by society (U. Alwi et al., 2021).

Education can be considered successful when its implementation facilitates the acquisition of knowledge, skills, values, attitudes, and moral qualities among students. This success is supported by teachers' competencies in delivering learning materials, the approaches employed, and the availability of facilities and infrastructure that support student activities in the classroom (Siregar et al., 2023). In this context, teachers do not merely serve as providers of knowledge; rather, they play a crucial role as agents of social change who hold a strategic position in instilling the ethics of social justice.

Teachers also act as facilitators who encourage students to develop critical perspectives toward existing social and cultural disparities. To fulfill this role, teachers must understand students' social backgrounds and design non-discriminatory learning strategies grounded in the principle of inclusivity. Ultimately, teachers who carry out their responsibilities as agents of social justice are able to create learning environments that are fair, safe, and respectful of diversity (Jasmari et al., 2025).

In line with this, according to Minister Nadiem Makarim, educational reform in Indonesia cannot be achieved solely through an administrative approach, but must involve fundamental cultural transformation (Satriawan et al., 2021). Therefore, every educational institution is required to have the capacity to transform its school culture to become more oriented toward learning and innovation, rather than being centered on administrative aspects. In this regard, the *Merdeka Curriculum* program established by the Ministry of Education and Culture serves as a comprehensive effort to reform the quality of education (Damayanti, 2025).

In accordance with the vision of *Merdeka Belajar*, teachers are now required to move away from traditional methods and adopt learning paradigms that foster student enjoyment.





This need for engaging and enjoyable learning emerges as a response to various concerns regarding academic pressure to meet minimum competency standards (R. Rahayu et al., 2022). As a concrete effort to improve teaching quality, the Ministry of Education, Culture, Research, and Technology has introduced the *Guru Penggerak* Program. This program is designed to select and train teachers to become transformative change agents, both within their educational institutions and across broader teacher networks (Jannati et al., 2023).

Based on a review and mapping of several scholarly articles, it is evident that the *Merdeka* program has the potential to address the role of education in supporting students' character development. However, in practice, several challenges remain in the implementation of this program: (1) uneven teacher understanding, particularly among those who have long relied on conventional lecture-based methods; (2) limited use of media in project-based learning (P5); and (3) the rapid development of technology-based learning media that is not accompanied by collaborative spaces for sharing best practices (Yuliana et al., 2025).

In the context of South Sulawesi, BASAsulsel Wiki emerges as a collaborative digital platform focused on preserving local language and knowledge, particularly the Makassar language and regional socio-cultural issues. This platform not only provides a verified Makassar–Indonesian digital dictionary but also offers spaces for public participation through initiatives such as the Youth Conference and Public Participation Wikithon, which encourage young people to formulate solutions to regional development challenges. BASAsulsel Wiki holds significant potential to be integrated as a local knowledge–based learning medium at the senior high school level (Wiki, n.d.).

However, the use of digitally based local learning resources has not yet been systematically structured within a coherent learning model. Learning practices often remain oriented toward national textbooks without in-depth exploration of local contexts that are actually closely related to students' lives. In fact, the integration of local knowledge in education is highly essential (Marlina, 2020). First, from a pedagogical perspective, contextual learning is more meaningful because students can relate the material to their social experiences. Second, from a sociological perspective, strengthening local identity serves as a safeguard against cultural erosion amid globalization (A. Alwi et al., 2023). Third, from a technological perspective, the use of collaborative digital platforms such as BASAsulsel Wiki can enhance digital literacy, argumentative writing skills, and students' critical thinking through active participation in knowledge production (Nurhasanah et al., 2022; Satriani et al., 2025).

Based on the above discussion, the author is interested in conducting an in-depth study entitled *“Development of a Model for Utilizing BASAsulsel Wiki as a Local Knowledge-Based*





Learning Media in Senior High Schools.” This research seeks to utilize the BASAsulsel Wiki platform model as a learning medium that integrates local knowledge of South Sulawesi into classroom practices. BASAsulsel Wiki is positioned not only as a technology-based medium but also as a collaborative space that enables teachers and students to participate in the production and dissemination of contextual local knowledge. Therefore, the developed model is expected to address the challenges of implementing the *Merdeka Curriculum*, strengthen students’ character through a local wisdom-based approach, and encourage teachers to actively serve as social change agents who are adaptive to technological advancements and evolving cultural dynamics.

METHODOLOGY

This study employs a qualitative approach using a Design-Based Research (DBR) design, combined with library research and a conceptual-descriptive approach (Nurdin & Hartati, 2023). This approach was chosen because the study does not merely focus on theoretical analysis, but also on the development and design of a model for utilizing the BASAsulsel Wiki platform as a local knowledge-based learning medium that can be implemented and replicated in schools (Savira, 2023). The research stages follow the iterative principles of Design-Based Research, which include: (1) analyzing the needs and learning context in schools, particularly related to the implementation of the *Merdeka Curriculum* and students’ digital literacy; (2) designing a learning model based on the BASAsulsel Wiki platform through participatory activities such as wikithons; (3) developing the initial design of the learning model; and (4) reflecting on and refining the model based on theoretical studies and empirical experiences from previously conducted workshops (A. Rahayu, 2025).

The research data were obtained from two main sources. First, secondary data derived from library research, including academic books, nationally indexed journal articles (Sinta), national education policies, and scientific publications related to local wisdom-based learning, digital learning media, and the integration of technology in education. Second, empirical data obtained from documentation of workshop activities and the implementation of participatory wikithons in partner schools, which were used to enrich the context of model implementation (Ahmadin, 2022).

RESEARCH AND RESULTS

1. Transformation of Students’ Roles as Knowledge Producers

The findings of this study indicate that the utilization of BASAsulsel Wiki encourages a





significant shift in students' roles from passive recipients of information to active producers of knowledge. In the learning process, students not only access materials but also actively engage in identifying social issues, developing ideas, and composing reference-based writings that are subsequently published on digital platforms (Fitriyah et al., 2024).

This involvement reflects a paradigm shift in learning, from a transmissive approach to a constructive one. Students are no longer merely understanding material delivered by teachers; instead, they construct their own knowledge through processes of exploration, analysis, and reflection. Consequently, learning becomes more meaningful as it involves direct experience and active student participation in the learning process (Savitri et al., 2025).

2. Strengthening Digital Literacy and Critical Thinking Skills

The findings also show that the use of BASAsulsel Wiki contributes to the enhancement of students' digital literacy and critical thinking skills. Through wikithon activities, students are trained to search for, evaluate, and process information from various sources before presenting it in written form. This process requires not only technical skills in using technology but also cognitive abilities in analyzing information and constructing logical and systematic arguments. Students learn to distinguish between relevant and irrelevant information and to develop critical perspectives on the issues discussed (Gusrianta & Simanjuntak, 2024).

Thus, the development of digital literacy is not superficial but encompasses broader dimensions, including the ability to understand, evaluate, and responsibly produce information. This serves as an important indicator that digital platform-based learning can support the development of 21st-century skills (U. Alwi et al., 2021).

3. Integration of Local Knowledge in Technology-Based Learning

The findings reveal that the integration of local knowledge is one of the key strengths of this learning model. Learning materials are linked to social and cultural issues that are closely related to students' daily lives, thereby increasing relevance and engagement in the learning process (Amalia et al., 2025).

The use of local language through the Makassar digital dictionary feature also strengthens the cultural dimension of learning. Students not only learn to use technology but also develop awareness of their cultural identity. This integration demonstrates that digital technology does not necessarily diminish local values; instead, it can serve as a medium to strengthen and preserve them. Therefore, learning is not only oriented toward academic achievement but also toward reinforcing students' social and cultural values (Anita & Triana, 2025).



4. Representation of the Learning Model through Visualization

As part of the development of the learning model, the visualization of the BASAsuslsei Wiki platform is presented to provide a concrete illustration of how the media is implemented within the school learning context. These visuals function not only as illustrations but also as representations of the digital learning ecosystem being developed.



Figure 1: Stages of the Public Participation Wikithon Methodology

Figure 1 illustrates the stages of the Public Participation Wikithon methodology, starting from issue identification, idea development, to the publication and reflection of works. These stages form the foundation for participatory learning, in which students are actively involved in responding to social issues through critical thinking and knowledge production processes. These methodological stages are then implemented in the form of a digital platform that can be directly accessed by students, as shown in Figure 2.



Figure 2: BASAsulsel Wiki Homepage Interface

Figure 2 presents the homepage of BASAsulsel Wiki as the main entry point in the learning process. Through this page, students can access issues, write opinions, and utilize the digital dictionary feature. This demonstrates that the platform acts as a bridge between the learning process (Figure 1) and direct practice in the digital space. From this homepage, students are then guided to produce and publish their work as a form of active participation, as illustrated in Figure 3.



Figure 3: Wikithon Output Display

Figure 3 shows the outputs of the wikithon published by students. At this stage, students act as knowledge producers by composing opinion pieces based on social issues. This process represents a concrete implementation of the previous methodological stages while simultaneously strengthening students' digital literacy and critical thinking skills. In producing these works, students are not working in isolation but are supported by various features within the platform, one of which is the digital dictionary shown in Figure 4.



Figure 4: Digital Dictionary Interface

Figure 4 displays the digital dictionary feature available on the BASAsusel Wiki platform. This feature functions as a support tool for understanding and using local language, ensuring that learning is not only digital-based but also rooted in local knowledge. The utilization of this digital dictionary becomes more evident in its practical application when students write their work, as shown in Figure 5.



Figure 5: Use of the Digital Dictionary in Writing

Figure 5 illustrates the use of the digital dictionary during the writing process. This feature assists students in searching for and applying local language vocabulary contextually. Thus, the digital dictionary serves not only as a supporting tool but also as a means of strengthening the integration of local language in platform-based learning.

The findings of this article indicate that the integration of the BASAsulsel Wiki platform in learning not only introduces media innovation but also reflects a shift in the learning paradigm toward a more constructive, participatory, and contextual approach. This shift emphasizes that learning in the digital era can no longer rely solely on knowledge transfer; rather, it must facilitate the active construction of knowledge by students. As a synthesis, the findings of this study are mapped in Table 1 to illustrate the relationship between empirical results and learning implications in a more structured manner.

No.	Research Findings	Learning Implications	Category
1	Students identify social issues and express them in written form through wikithon activities	Encourages problem-based and student-centered learning	Cognitive
2	Students compose reference-based and argumentative writing	Develops critical and analytical thinking skills	Cognitive
3	Utilization of BASAsulsel Wiki as a digital learning medium	Enhances digital literacy in accessing and producing information	Psychomotor
4	Publication of students' work on digital platforms	Encourages student participation in knowledge production and dissemination	Cognitive
5	Integration of local social issues in learning	Increases relevance and contextuality of learning	Cognitive
6	Use of the Makassar digital dictionary in writing	Strengthens the integration of local language and culture in learning	Affective
7	Student involvement in all stages of the wikithon	Promotes active and participatory learning	Affective

Table 1. Summary of Learning Findings

From a constructivist perspective, learning is understood as a process in which individuals



build knowledge through experience and social interaction. Students' involvement in knowledge production-based activities demonstrates that they not only understand the material but also internalize and reconstruct it into new forms. This reinforces the argument that effective learning must provide opportunities for students to think, explore, and reflect on their learning experiences, both independently and collaboratively (Vygotsky et al., 1978).

The integration of digital technology in learning through wiki platforms shows that technology can function as a cognitive tool that supports higher-order thinking processes. In this context, technology is not merely a medium for delivering information but a means to organize, evaluate, and produce knowledge (Miglbauer & Dalton-puffer, 2017). Thus, the use of digital platforms such as BASAsulsel Wiki contributes to the development of more comprehensive digital literacy, encompassing technical, cognitive, and social dimensions.

The findings of this article also reinforce that students' ability to produce content is an important indicator of literacy in the digital era. Literacy is no longer understood merely as the ability to read and write, but also includes the capacity to create, manage, and distribute information critically and responsibly (Aryati et al., 2025). Therefore, learning that provides space for students to produce work significantly contributes to building these competencies.

The integration of local knowledge in learning demonstrates that a contextual approach plays a crucial role in enhancing meaningful learning. Learning that is connected to students' social and cultural realities has been proven to increase engagement and motivation, as students can see the direct relevance between what they learn and their daily lives (Johnson, 2003). In this context, local knowledge does not merely function as supplementary content but serves as a foundation for building deeper and more reflective understanding.

The strengthening of cultural aspects through the use of local language also indicates that technology-based learning does not have to neglect cultural identity. On the contrary, technology can be utilized as a means to revitalize and preserve local languages and cultures amid the forces of globalization. This aligns with the sociocultural perspective, which positions language as an integral part of identity formation and individual cognitive processes (Tinmaz et al., 2022). Therefore, the integration of local language in digital learning becomes not only a pedagogical strategy but also a cultural one.

From a broader perspective, the learning model developed in this study reflects the characteristics of 21st-century learning, which emphasize the development of critical thinking, creativity, collaboration, and communication skills. These four competencies are essential for students in facing increasingly complex global challenges (Trilling & Fadel, 2009). Therefore, a learning model that integrates technology, active participation, and local context has high





relevance in addressing contemporary educational needs.

This local wisdom-based learning model can also be understood through the framework of Technological Pedagogical Content Knowledge (TPACK), which emphasizes the integration of technology, pedagogy, and content in learning (Koehler, 2006). In this study, these three aspects are integrated simultaneously, where technology supports participatory pedagogical approaches and learning content is rooted in local knowledge. This integration demonstrates that learning innovation depends not only on the use of technology but also on how it is implemented pedagogically and contextually (Allen & Richardson, 2012).

Overall, this discussion confirms that the utilization of BASAsusel Wiki not only impacts the technical quality of learning but also transforms perspectives on the learning process itself. Learning is no longer viewed as a linear activity focused on outcomes, but as a dynamic process involving interaction, reflection, and continuous knowledge construction. This model demonstrates that the integration of digital technology and local knowledge can serve as an effective strategy for creating learning that is more meaningful, inclusive, and relevant to students' socio-cultural contexts.

CONCLUSION

The findings of this article indicate that the utilization of BASAsusel Wiki is capable of promoting improvements in digital literacy, critical thinking skills, and students' participation in expressing ideas constructively. The presence of the digital dictionary feature also makes a significant contribution to strengthening the integration of local language and knowledge into the learning process, thereby supporting not only cognitive aspects but also reinforcing students' cultural identity. Conceptually, the novelty of this article lies in the development of a learning model that combines a wiki platform, a participatory wikithon-based approach, and the reinforcement of local wisdom within the context of implementing the *Merdeka Curriculum*. This model demonstrates that technology-based learning does not have to be detached from local contexts; rather, it can serve as a strategic medium to bridge the two.

With its contextual, collaborative, and adaptive characteristics, this model has the potential to be replicated and implemented across various educational institutions, particularly in supporting the transformation of learning toward more meaningful, inclusive, and innovation-oriented practices in line with the *Merdeka Belajar* vision initiated by Minister Nadiem Makarim, which emphasizes that every educational unit should be oriented toward learning innovation.





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