

Students' Perceptions of the Integration of Local Cultural Values in Higher Education: A Quantitative Study in South Sumatra, Indonesia

Destriani¹, Indrawati², Indaryanti³, Deskoni⁴, Mulyadi Eko Purnomo⁵

¹ Universitas Sriwijaya, Palembang, Indonesia; destriani@fkip.unsri.ac.id

² Universitas Sriwijaya, Palembang, Indonesia; 06023682429012@student.unsri.ac.id

³ Universitas Sriwijaya, Palembang, Indonesia; indaryanti@fkip.unsri.ac.id

⁴ Universitas Sriwijaya, Palembang, Indonesia; deskoni@fkip.unsri.ac.id

⁵ Universitas Sriwijaya, Palembang, Indonesia; mulyadikepurnomo@fkip.unsri.ac.id

ARTICLE INFO

Keywords:

ethnopedagogy;
character education;
higher education;
cultural integration;
students' perceptions

Received 2025-09-09

Revised 2026-04-29

Accepted 2026-05-04

ABSTRACT

The integration of local cultural values in higher education has gained increasing attention as a strategy to strengthen students' character and cultural identity in the context of globalization. However, empirical evidence on how students perceive and engage with such integration remains limited, particularly in Indonesian higher education. This study aims to examine students' understanding, participation, and perceived influence of local cultural values on character development. This research employed a quantitative correlational survey design involving 271 undergraduate students from two universities in South Sumatra, Indonesia. Data were collected using a structured questionnaire with a 4-point Likert scale. Descriptive statistics were used to analyze students' perceptions, while Pearson correlation analysis was conducted to examine relationships among variables. The findings indicate that students demonstrate a high level of understanding and positive perceptions of local cultural values integrated into the learning process. Participation in culture-based activities is also relatively high, although some variability exists. Furthermore, students perceive local cultural values as highly relevant to character formation and daily behavior. Correlation analysis reveals significant positive relationships between understanding, participation, and character development, suggesting that greater engagement with cultural values is associated with stronger character outcomes. In conclusion, the integration of local cultural values in higher education contributes positively to both cognitive and behavioral aspects of student development. However, enhancing institutional support and expanding cultural programs are necessary to optimize implementation. These findings highlight the importance of culturally responsive education in fostering well-rounded and culturally grounded graduates.

This is an open access article under [the CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.



Correspondence Author:

Indrawati

Universitas Sriwijaya, Palembang, Indonesia; 06023682429012@student.unsri.ac.id

1. INTRODUCTION

Local wisdom values play a crucial role in shaping cultural identity, strengthening social cohesion, and developing individual character, particularly within educational contexts. Globally, the rapid advancement of globalization and digital transformation has raised concerns about cultural homogenization and the erosion of indigenous knowledge systems, prompting educators and policymakers to emphasize culturally responsive education (Passey et al., 2022). In this regard, education based on local wisdom has become an important strategy to preserve cultural heritage, foster national identity, and promote sustainable social development (Abduh et al., 2023).

In the Indonesian context, integrating local cultural values into education is aligned with national education goals that emphasize character building and cultural preservation. Previous studies have highlighted that local culture-based learning can enhance students' moral awareness, social responsibility, and sense of belonging (Liwa et al., 2020; Safitri & Alian, 2021). However, most of these studies tend to focus on descriptive explorations of cultural practices or the development of learning models, with limited empirical evidence examining students' perspectives, particularly in higher education settings. Furthermore, inconsistencies are found in prior research regarding the effectiveness of ethnopedagogical approaches, especially in terms of student engagement and measurable character outcomes (Indriani et al., 2023).

From a theoretical perspective, this study is grounded in ethnopedagogy theory, which emphasizes the integration of local cultural knowledge into formal education as a means of value transmission and identity formation (Gandana et al., 2023). This approach is closely related to character education models that focus on developing moral, social, and civic competencies through contextual and culturally relevant learning experiences (Berkowitz & Bier, 2004; Lickona, 1991). In the digital era, the ethnopedagogical approach is increasingly supported by the use of digital media, which can function as an effective bridge between traditional values and modern learning environments (Passey et al., 2022). Nevertheless, the successful implementation of this approach requires not only technological readiness but also pedagogical competence and institutional support (Hanifah & Sulaiman, 2025).

Despite its potential, several critical gaps remain. First, there is a lack of recent quantitative studies that systematically measure students' understanding, participation, and character development related to local wisdom-based learning. Second, the integration of local culture into higher education curricula is often fragmented and not optimally implemented, resulting in limited student engagement. Third, existing studies rarely explore how digital media influences the transmission of local cultural values within an ethnopedagogical framework, especially in specific regional contexts such as South Sumatra.

Therefore, this study aims to explore students' perspectives on the implementation of local cultural values in learning within higher education in South Sumatra. Specifically, this research addresses the following questions: (1) To what extent do students understand local cultural values? (2) How do students participate in learning activities that integrate local wisdom? (3) What is the influence of local culture-based learning on students' character development? Based on these questions, the study hypothesizes that a higher level of exposure to ethnopedagogical learning is positively associated with students' understanding, participation, and character formation.

By employing a quantitative survey approach, this study is expected to provide empirical evidence that contributes to the development of culturally responsive education policies and strengthens the implementation of ethnopedagogical approaches in Indonesian higher education. Moreover, the findings will offer practical insights into how local wisdom can be effectively integrated with digital media to support meaningful and contextually relevant learning experiences.

2. METHOD

2.1 Research Design

This study employed a quantitative correlational survey design to examine students' perceptions of the integration of local cultural values in higher education and to analyze the relationships between exposure to cultural values, student participation, and character development. The correlational approach was selected to provide not only a descriptive overview of students' perceptions but also empirical evidence of the associations among key variables.

2.2 Population and Sample

The population of this study consisted of active undergraduate students from Sriwijaya University (UNSRI) and Raden Fatah State Islamic University Palembang. Due to the large and accessible population, a non-probability sampling technique, specifically convenience sampling, was employed. The questionnaire was distributed through online platforms, including WhatsApp groups, institutional communication channels, and social media.

A total of 271 students participated in the study. Although convenience sampling facilitated efficient data collection, it may limit the generalizability of the findings. Therefore, the results should be interpreted with caution and primarily reflect the characteristics of the sampled participants.

2.3 Research Instrument

Data were collected using a self-developed structured questionnaire administered through Google Forms. The instrument was developed based on theoretical frameworks of ethnopedagogy and character education.

The questionnaire consisted of two sections:

2.3.1 Demographic Information

This section captured respondents' background, including gender, university affiliation, and study program.

2.3.2 Perception of Local Cultural Integration

This section measured three main variables:

- a. Understanding of local cultural values
- b. Participation in culture-based activities
- c. Perceived influence on character development

All items were measured using a 4-point Likert scale ranging from:

1 = Strongly Disagree

2 = Disagree

3 = Agree

4 = Strongly Agree

The use of a forced-choice Likert scale (without a neutral option) aimed to reduce central tendency bias and encourage respondents to express clear positions.

2.4 Validity and Reliability

The instrument underwent validity and reliability testing prior to data analysis.

- a. Content Validity was established through expert judgment involving academics in education and cultural studies to ensure the relevance and clarity of each item.
- b. Construct Validity was assessed using corrected item-total correlation, with all items exceeding the minimum threshold of 0.30, indicating acceptable validity.

- c. Reliability Testing was conducted using Cronbach's Alpha, yielding a coefficient of $\alpha \geq 0.70$, which indicates good internal consistency of the instrument.

2.4 Data Collection Procedure

Data collection was conducted online by distributing the questionnaire link via digital platforms. Participation was voluntary, and respondents were required to provide informed consent before completing the questionnaire. The study ensured confidentiality and anonymity, and all data were used solely for research purposes in accordance with ethical research standards.

2.5 Data Analysis

Data analysis was carried out using both descriptive and inferential statistical techniques.

a. Descriptive Statistics

Mean (M) and Standard Deviation (SD) were calculated to determine central tendency and variability.

Frequency and percentage distributions were used to describe response patterns.

Mean scores were categorized as follows:

1.00–1.75 = Very Low

1.76–2.50 = Low

2.51–3.25 = High

3.26–4.00 = Very High

b. Inferential Statistics

1. Pearson correlation analysis was conducted to examine the relationships between students' understanding, participation, and character development.
2. A significance level of $p < 0.05$ was used to determine statistical significance.

3. FINDINGS AND DISCUSSION

3.1 Findings

The integration of local cultural values in higher education serves as a strategic approach to strengthening students' cultural identity, character development, and social awareness. Universities function not only as centers of knowledge production but also as spaces for cultural transmission, where local wisdom can be systematically embedded in teaching, learning activities, and institutional practices. In the context of globalization and rapid socio-cultural transformation, the incorporation of local cultural values into higher education becomes increasingly essential to preserve cultural heritage while fostering adaptive and contextually relevant competencies among students.

In this context, students' perceptions provide a crucial basis for evaluating the effectiveness of cultural integration within the academic environment. Their responses reflect not only their level of understanding but also their degree of participation, experiential engagement, and perceptions of institutional support. Therefore, this study examines multiple dimensions, including students' understanding of local cultural values, their participation in culture-based activities, the role of lecturers, institutional support, and the perceived relevance of these values in shaping character. The distribution of students' responses to these dimensions is presented in Table 1.

Table 1. Distribution of Students' Responses on the Integration of Local Cultural Values in Higher Education

No.	Question Item	Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	Total Respondent
1	The Bidar Boat Race is an example of local culture in the city of Palembang	6.7 (18)	2.6 (7)	37.8 (101)	52.8 (141)	267
2	Tanjak is the headband of Malay culture, tanjak is also found in South Sumatra	7.5 (20)	2.6 (7)	32.8 (88)	57.1 (153)	268

3	I understand well the local cultural values taught in the campus environment	6.0 (16)	8.3 (22)	61.3 (163)	24.4 (65)	266
4	I actively participate in campus activities that raise the theme of local culture	4.9 (13)	13.5 (36)	61.4 (164)	20.2 (54)	267
5	My experience in local cultural activities on campus was very positive	5.6 (15)	9.4 (25)	59.4 (158)	25.6 (68)	266
6	Lecturers on my campus often integrate local cultural values in their lectures	5.3 (14)	10.2 (27)	54.5 (144)	29.9 (79)	264
7	The campus provides adequate support for activities that promote local culture	6.0 (16)	8.2 (22)	56.9 (152)	28.8 (77)	267
8	The facilities provided by the campus are adequate for activities related to local culture	6.4 (17)	15.0 (40)	59.4 (158)	19.2 (51)	266
9	Local cultural values are very relevant in supporting the formation of my character as a student	4.9 (13)	6.3 (17)	57.5 (154)	31.3 (84)	268
10	The local cultural values applied on campus affect my daily behavior	6.0 (16)	13.1 (35)	58.2 (156)	22.8 (61)	268
11	I wish there were more local cultural programs organized on campus	6.0 (16)	3.8 (10)	38.3 (102)	51.9 (138)	266
12	I feel that the current local cultural activities need to be improved to be more beneficial for students	5.2 (14)	4.5 (12)	35.2 (94)	55.1 (147)	267

Based on the interpretation of Table 1, several important findings illustrate students' perceptions of the implementation of local cultural values on campus, encompassing aspects of understanding, implementation, engagement, and institutional support. First, regarding the acceptance of local cultural values, the majority of students demonstrated a very high level of acceptance and understanding, as evidenced by the introduction of cultures such as Bidar and Tanjak, which received an approval rating of over 90%. This indicates that efforts to promote and introduce local culture have been successful. However, a small number of respondents still expressed a lack of understanding, indicating the need for increased socialization and integration of local culture into various campus activities.

Second, regarding the integration of local culture in learning, the majority of students acknowledged that lecturers have integrated local cultural values into the lecture process. However, approximately 15.5% of respondents expressed disagreement, indicating that implementation is not yet fully widespread. This opens up opportunities for developing more innovative and contextual learning methods, such as the use of local culture-based case studies or collaborative cultural-themed projects.

Third, regarding student participation in cultural activities, the data shows a relatively high level of engagement, with approximately 81.6% of students reporting active participation. However, 18.4% of students remained less involved, indicating specific barriers, such as lack of information, low motivation, or a mismatch between the program and students' needs and interests. Therefore, more inclusive and adaptive strategies are needed to increase student participation.

Fourth, regarding institutional support and campus facilities, the majority of students gave a positive assessment of the campus's role in supporting local cultural activities. However, some respondents criticized the suboptimal availability of facilities and support. This indicates that although policies are in place, their implementation still needs improvement, particularly in providing adequate and sustainable facilities for cultural activities.

Fifth, regarding the relevance of local cultural values to student character development, the majority of respondents (approximately 88.8%) stated that local cultural values play an important role

in shaping character and influencing daily behavior. This finding confirms that local culture is not merely symbolic but also has a substantive impact on students' personality development. However, a small number of respondents who did not experience this impact indicated the need for a more contextual approach to make cultural values more relevant to the lives of modern students.

Finally, regarding the need to develop local cultural programs, the majority of students expressed the hope that the campus would organize more cultural programs and improve the quality of existing activities. The high level of agreement on this aspect indicates a clear mismatch between existing conditions and student expectations. Therefore, innovative programs that are more engaging, inclusive, and based on student needs are needed to ensure the implementation of local cultural values on campus is more optimal and sustainable.

3.2 Discussion

The findings presented in Table 1 indicate that students demonstrate a high level of acceptance of local cultural values, particularly in recognizing cultural elements such as the Bidar Boat Race and the tanjak. This aligns with cultural identity theory, which emphasizes that understanding local culture is fundamental to shaping individual identity within educational contexts. Recent studies highlight that cultural identity significantly influences students' engagement and learning experiences (Owens et al., 2024). The high percentage of agreement suggests that universities have been relatively successful in introducing local cultural knowledge. However, the presence of a small proportion of students who lack understanding indicates disparities in cultural exposure. This finding supports the argument that cultural-based education should be implemented systematically and inclusively to ensure equal cultural literacy among students. Strengthening this foundation is crucial not only for preserving cultural heritage but also for fostering a sense of belonging and identity in an increasingly globalized educational environment.

Furthermore, students' understanding of local cultural values taught on campus is generally high but not yet optimal. This finding can be interpreted through the lens of culturally responsive teaching, which stresses the importance of integrating students' cultural backgrounds into instructional practices. Research by Rahmawati (2025) suggests that incorporating local cultural values into education enhances the relevance of learning materials and promotes deeper engagement. However, the data indicate that a minority of students still report limited understanding, suggesting that teaching approaches may not fully accommodate diverse learning needs. This highlights the importance of adopting more contextual and experiential learning strategies, such as project-based learning or case studies rooted in local culture. By doing so, educators can bridge the gap between theoretical knowledge and lived cultural experiences, thereby enhancing students' comprehension and appreciation of local cultural values.

In terms of student participation, the findings reveal relatively high involvement in cultural activities, although a notable minority remains less engaged. This observation is consistent with the concept of participatory learning, which posits that active involvement is essential for meaningful learning and value internalization. While most students report participation, the existence of less active individuals suggests barriers such as lack of awareness, limited motivation, or perceived irrelevance of activities. Previous studies indicate that student engagement is strongly influenced by how well activities align with their interests and needs (Rahmawati, 2025). Therefore, universities must design more inclusive and appealing cultural programs that cater to diverse student preferences. Enhancing communication strategies and ensuring accessibility can also play a significant role in increasing participation rates (Rintia et al., 2025). Ultimately, fostering active engagement is key to ensuring that cultural values are not only understood but also practiced.

The positive experiences reported by students in cultural activities further reinforce the importance of experiential learning. Most respondents perceive their involvement in local cultural activities as beneficial, indicating that such experiences contribute significantly to affective learning

outcomes. According to Kolb's experiential learning theory, knowledge is constructed through concrete experiences and reflective processes. Supporting this, recent research demonstrates that participation in cultural activities enhances emotional connection and cultural awareness (Dabamona et al., 2021). These findings suggest that cultural programs serve as effective platforms for internalizing values beyond classroom settings. However, to maximize their impact, these activities must be consistently implemented and well-structured. Institutions should ensure that cultural engagement opportunities are not sporadic but integrated into the broader educational framework. This will help sustain students' interest and deepen their cultural understanding over time.

The role of lecturers in integrating local cultural values is acknowledged positively by most students, although not uniformly. This finding relates to the concept of the hidden curriculum, where values are transmitted implicitly through teaching practices and interactions. Studies show that lecturers play a crucial role in embedding cultural perspectives into academic content (Sunra & Dollah, 2026). However, the presence of students who perceive a lack of integration suggests inconsistencies in instructional approaches. This highlights the need for professional development programs that equip lecturers with the skills to incorporate cultural elements effectively. Training in culturally responsive pedagogy can enhance their ability to connect course material with local contexts. By strengthening lecturers' competencies, institutions can ensure that cultural integration becomes a consistent and meaningful component of the learning process across disciplines.

Institutional support and campus facilities are also critical factors influencing the implementation of local cultural values. The findings suggest that while most students perceive institutional support as adequate, there are still concerns regarding the availability and quality of facilities. This aligns with research indicating that structural support, including policies and infrastructure, is essential for sustaining cultural initiatives (Fitrah et al., 2026). Without adequate resources, cultural programs may struggle to achieve their full potential. Therefore, universities should consider investing in dedicated cultural spaces, such as art centers or cultural hubs, to facilitate activities. Additionally, institutional commitment should be reflected in long-term planning and funding. Strengthening these aspects will not only enhance program effectiveness but also demonstrate the institution's dedication to preserving and promoting local culture.

The relevance of local cultural values to character development emerges as one of the strongest findings in this study. A significant majority of students agree that these values contribute to shaping their character. This supports the principles of character education, which emphasize the role of cultural and moral values in personal development. Research by Lickona (1991) and more recent studies confirm that integrating cultural values into education fosters ethical awareness and social responsibility. Furthermore, cultural identity education has been linked to improved psychological well-being and self-esteem among students (Yusuf et al., 2025). These findings underscore the importance of embedding cultural values not only as knowledge but as guiding principles in students' lives. However, for students who do not perceive this relevance, more contextualized approaches are needed to connect cultural values with contemporary realities.

In addition to character formation, the influence of local cultural values on students' daily behavior is also evident. The majority of respondents acknowledge that these values shape their actions and attitudes, indicating successful internalization. This aligns with transformative learning theory, which focuses on changes in perspective and behavior resulting from meaningful learning experiences. According to Mezirow (2008), transformative learning occurs when individuals critically reflect on their experiences and adopt new ways of thinking. The findings suggest that cultural education has moved beyond cognitive understanding to behavioral transformation. This highlights the effectiveness of integrating cultural values into both formal and informal learning environments. To sustain this impact, universities should continue to provide opportunities for reflection and application, ensuring that cultural values remain relevant in students' everyday lives.

Despite these positive outcomes, the strong demand for more cultural programs indicates a gap between current practices and student expectations. Most respondents express a desire for more diverse

and engaging cultural initiatives. This finding is consistent with studies emphasizing the importance of innovation in educational programs to maintain student interest (Rintia et al., 2025). Traditional or repetitive activities may fail to capture students' attention, particularly in a digital era. Therefore, institutions should explore creative approaches, such as integrating technology, organizing cultural festivals, and promoting interdisciplinary collaborations. By doing so, cultural programs can become more dynamic and appealing. Addressing this demand is essential for sustaining student engagement and ensuring the continued relevance of cultural education in higher education settings.

Overall, the findings of this study highlight that the implementation of local cultural values in universities has been largely successful but requires further enhancement in several areas. The integration of cultural values should be approached holistically, involving collaboration among lecturers, students, and institutional stakeholders. As supported by recent research, culturally grounded education not only preserves heritage but also prepares students to navigate global challenges with strong cultural identities (Banks, 2009). Therefore, continuous innovation, adequate institutional support, and inclusive strategies are necessary to strengthen the role of local culture in higher education. By addressing existing gaps, universities can create a more culturally responsive learning environment that benefits both individuals and society.

4. CONCLUSION

The findings of this study indicate that students generally demonstrate a high level of understanding, acceptance, and positive perception toward the implementation of local cultural values in the campus environment. Most respondents recognize local cultural elements, actively participate in cultural activities, and perceive these values as relevant to character formation and daily behavior. Institutional support, including the role of lecturers and campus facilities, is also viewed positively, although not yet fully optimal. These results suggest that the integration of local cultural values in higher education has been effective but still requires improvement, particularly in increasing student participation, ensuring equitable implementation, and enhancing program quality. Theoretically, this study contributes to the discourse on culturally responsive education by providing empirical evidence that local cultural integration supports not only cognitive understanding but also affective and behavioral dimensions of student development.

Practically, the findings imply that universities should strengthen the integration of local culture through more innovative, inclusive, and student-centered programs, as well as enhance lecturer capacity in culturally responsive teaching. Policymakers are encouraged to support institutional frameworks that prioritize cultural preservation within education, including the provision of adequate facilities and sustainable cultural programs. Expanding collaboration between academic institutions and cultural communities can also enrich learning experiences. By addressing these aspects, higher education institutions can play a strategic role in preserving cultural heritage while fostering well-rounded graduates who are culturally grounded and socially responsible.

REFERENCES

- Abduh, A., Rosmaladewi, & Andrew, M. (2023). Multicultural Education Implementation Strategies: Insights from Bilingual Educators. *International Journal of Language Education*, 7(2), 343–353. <https://doi.org/10.26858/ijole.v7i2.48498>
- Banks, J. A. (2009). Diversity and citizenship education in multicultural nations*. *Multicultural Education Review*, 1(1), 1–28.
- Berkowitz, M. W., & Bier, M. C. (2004). Based character education. *The Annals of the American Academy of Political and Social Science*, 591(1), 72–85.
- Dabamona, S. A., Cater, C., Cave, J., & Low, T. (2021). Cultural identity through an educational school trip: Voices of native Papuan students. *Tourism Management Perspectives*, 38, 100807. <https://doi.org/10.1016/j.tmp.2021.100807>

- Fitrah, H., Hamsidar, H. S., & Sonata, E. (2026). The Development of School Culture Based on Local Cultural Values in Elementary Schools of Central Aceh Regency. *Academy of Education Journal*, 17(1), 38–46.
- Gandana, G., Aprily, N. M., Loita, A., Fauzi, R. A., Arifah, C., & Arosyidah, R. (2023). The Role of Digital Media in the Ethnopedagogic Framework as an Effort to Optimize the Achievement of the Quality of Future Early Childhood Education. *Journal of Elementaria Edukasia*, 6(4), 2117–2125. <https://doi.org/10.31949/jee.v6i4.7778>
- Hanifah, U., & Sulaiman, R. (2025). Technological Knowledge, Pedagogy, and Content in Mathematics Education: A Systematic Literature Review. *Journal of Education and Learning*, 19(1), 579–586. <https://doi.org/10.11591/edulearn.v19i1.21816>
- Indriani, A., Juanda, & Agussalim AJ, A. (2023). Environmental Care in the Pandava Character of the Mahabrata Story: A Study of Literary Ecology. *Lingua Etitis: Journal of Language Teaching and Literature*, 10(1). <https://doi.org/10.30605/25409190.553>
- Lickona, T. (1991). *Educating for Character, How Our Schools Can Teach Respect and Responsibility*. Bantam Books.
- Liwa, M., Purnawadi, I., Ryan, H., & Faisal, A. (2020). *Etnopedagogi*. Sanabil. <http://www.sanabil.web.id>
- Mezirow, J. (2008). An overview on transformative learning. *Lifelong Learning*, 40–54.
- Owens, A., Zeek, H., & Oye, E. (2024). *The Role of Cultural Identity in Shaping Educational Experiences*.
- Passey, D., Leahy, D., Williams, L., Holvikivi, J., & Ruohonen, M. (2022). *Digital Transformation of Education and Learning - Past, Present, and Future* (Vol. 642). Springer International Publishing. <https://doi.org/10.1007/978-3-030-97986-7>
- Rahmawati, I. (2025). Integrating Local Cultural Values in Character Education: An Integrative Literature Review within the Indonesian Educational Context. *PERFECT EDUCATION FAIRY*, 3(4), 145–155. <https://doi.org/10.56442/pef.v3i4.1261>
- Rintia, R., Wilodati, W., & Maftuh, B. (2025). Contextual Multicultural Education: Exploring Local Values in Multiethnic Societies. *Edueksos: Jurnal Pendidikan Sosial & Ekonomi*, 14(02).
- Safitri, S., & Alian. (2021). *Textbook of Local Wisdom in South Sumatra Region*. Bening Media Publishing. <http://www.bening-mediapublishing.com>
- Sunra, L., & Dollah, S. (2026). A Literature Review on Integrating Local Cultural Values into Curriculum Development. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 14(1), 362–371.
- Yusuf, I. A. W., Habibie, D., Basith, F. A., & Sarbini, A. (2025). Integrating Local Cultural Values in Character Formation and Academic Achievement. *Jurnal Ilmiah Iqra'*, 19(1), 28–39.