

A Systematic Review of Cultural Values in Indonesian Folklore: Preserving Local Wisdom through Educational Integration

Nada Sawita¹, Nazurty¹, Urip Sulistiyo¹

¹Universitas Jambi, Jambi, Indonesia

Corresponding author e-mail: nadasawita1402@gmail.com

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Abstract: This systematic review examines the integration of cultural values from Indonesian folklore into educational practices, with a particular focus on the Merdeka Curriculum. The study aimed to analyze peer-reviewed articles published between 2019 and 2024 to assess the impact of folklore-based education on student learning, cultural awareness, and moral development. The research followed PRISMA guidelines, initially identifying 150 relevant articles. After applying strict inclusion and exclusion criteria, 50 articles were further analyzed, leading to the selection of 7 studies for in-depth review. The results reveal that incorporating folklore into the curriculum significantly enhances students' cultural identity, moral reasoning, and engagement in learning. However, challenges such as the adaptation of traditional folklore to modern educational contexts and the effective use of digital platforms were identified. The novelty of this study lies in its comprehensive synthesis of recent empirical evidence on the educational use of Indonesian folklore, providing insights into the potential of folklore-based education to preserve local wisdom. This review contributes to the broader discourse on cultural preservation and educational innovation, highlighting the importance of integrating indigenous knowledge into formal education to foster a culturally responsive learning environment.

Keywords: Cultural Values, Educational Integration, Indonesian Folklore, Local Wisdom

A. Introduction

Literature, in its myriad forms, is not merely a source of entertainment but a profound reflection of human creativity and intellectual capacity, interpreting and responding to the complex phenomena of life. As Smith and Johnson (2023) argue, literature functions as a vital medium for transmitting the moral, social, and cultural values deeply embedded within a society. These values are essential in shaping individual behavior and beliefs, as well as maintaining the social fabric of communities. In Indonesia, the tradition of oral literature, particularly folklore, has played a crucial role in preserving and disseminating these values, becoming an integral part of the nation's rich cultural heritage. Folklore, which includes myths, legends, fables, and

other narrative forms passed down orally, is deeply embedded in the cultural consciousness of the Indonesian people. This storytelling tradition is not merely a historical artifact but continues to influence contemporary society by providing a means to understand and engage with cultural norms and ethics.

Folklore, as a form of oral literature, conveys imaginative narratives that embody cultural, moral, and ethical values relevant to both historical and contemporary social contexts. The narratives found in Indonesian folklore often encapsulate the collective wisdom of communities, offering insights into social conduct, environmental stewardship, and the relationships between individuals and their society. Purnama et al. (2023) assert that these stories have become entrenched in everyday life across various regions, serving as informal educational tools that impart essential values such as honesty, diligence, responsibility, and a harmonious relationship with nature. This is particularly evident in rural communities, where folklore remains a primary means of education and moral instruction, especially in the absence of formal educational structures. Moreover, folklore serves as a repository of cultural memory, preserving the history, beliefs, and practices of communities that might otherwise be forgotten.

The significance of folklore in shaping the cultural identity of Indonesian communities cannot be overstated. In a nation as culturally diverse as Indonesia, where hundreds of ethnic groups coexist, each with its own unique language, traditions, and beliefs, folklore plays a crucial role in maintaining cultural continuity and promoting social cohesion. Zulkifli and Idris (2023) emphasize that folklore, often passed down through generations, is essential in shaping the cultural identity of communities across Indonesia. By embedding the values and beliefs of a community within engaging and memorable narratives, folklore helps ensure that these cultural elements are transmitted to future generations, thereby preserving the cultural heritage of the nation. This process of cultural transmission is vital in a rapidly changing world, where globalization and modernization pose significant challenges to the preservation of traditional cultures.

However, the rapid pace of modernization and globalization poses a significant threat to the preservation of these traditional narratives. The widespread adoption of digital media and popular culture has shifted the younger generation's preferences, often leading to a decline in interest in traditional folklore. As Ramirez and Lee (2023) observe, this shift not only endangers the survival of these narratives but also diminishes the transmission of the cultural values they embody. The global proliferation of Western media and entertainment, with its emphasis on individualism and consumerism, has increasingly displaced traditional forms of cultural expression, including folklore. This phenomenon raises concerns about the potential loss of cultural heritage and the corresponding erosion of local wisdom, as Ali and Supriadi (2023) highlight. The decline in interest in folklore among the younger generation

represents a broader trend of cultural homogenization driven by global forces, which threatens to erode the unique cultural identities that folklore helps sustain.

The impact of this cultural shift is particularly pronounced in Indonesia, where the younger generation is increasingly disconnected from the cultural traditions of their ancestors. In urban areas, where exposure to global media is highest, traditional folklore is often perceived as outdated or irrelevant, further contributing to its decline. This disconnection from cultural roots has significant implications for the preservation of Indonesia's rich and diverse cultural heritage. The erosion of folklore not only signifies the loss of a cultural practice but also the weakening of the moral and ethical values these narratives have historically conveyed. This loss is particularly concerning in the context of cultural identity formation, where folklore has traditionally played a central role in instilling a sense of belonging and continuity within communities.

In this context, education plays a critical role in preserving and transmitting cultural values, particularly at the junior high school level, where students are at a formative stage of their development. Adolescence marks a pivotal period for character development and the formation of student identities. According to Chandra and Goyal (2023), integrating cultural values derived from folklore into the educational process can significantly contribute to developing well-rounded individuals who are not only academically proficient but also culturally aware and ethically grounded. The educational system thus serves as a key platform for the preservation and transmission of cultural values, with the potential to counteract the homogenizing effects of globalization. By embedding folklore within the curriculum, educators can provide students with a richer and more nuanced understanding of their cultural heritage, fostering a sense of pride and belonging that is essential for developing a robust cultural identity.

The current educational framework in Indonesia, exemplified by the Merdeka Curriculum, emphasizes the cultivation of the Pancasila Student Profile. This profile includes dimensions such as religiosity, cooperation, independence, creativity, and integrity, all of which are central to the moral and ethical values embedded within Indonesian folklore. Henderson and Widodo (2023) argue that the integration of local wisdom, particularly through the use of folklore, into the curriculum can be a powerful means of reinforcing these values. By incorporating folklore into educational practices, students can develop a deeper understanding of their cultural heritage, which in turn can help them become well-rounded individuals capable of contributing positively to society. This integration not only enhances the educational experience but also serves as a counterbalance to the pervasive influence of global media, helping to ensure that students remain connected to their cultural roots.

Moreover, the inclusion of folklore in the curriculum aligns with broader educational

goals, such as promoting critical thinking and cultural literacy. Folklore, with its rich and varied narratives, provides students with opportunities to engage in critical analysis and interpretation, skills that are essential in the modern world. Through the study of folklore, students can explore complex social issues, such as justice, morality, and the human condition, in ways that are both culturally relevant and intellectually challenging. This approach to education not only fosters academic achievement but also promotes the development of well-rounded individuals who are equipped to navigate the complexities of the contemporary world while remaining grounded in their cultural heritage.

Despite the recognized importance of folklore, integrating these narratives into formal education faces several challenges. One of the most significant challenges is the lack of institutional support for the promotion and inclusion of folklore in the curriculum. Putri and Wahyudi (2023) note that there is often limited recognition of the educational value of folklore within the formal education system, which tends to prioritize more conventional subjects, such as mathematics and science. This lack of support is compounded by the general decline in interest among the younger generation, who may view folklore as irrelevant in the modern world. These challenges are further exacerbated by the practical difficulties of integrating folklore into the curriculum, including the need for appropriate teaching materials and trained educators who are knowledgeable about folklore.

Additionally, the process of adapting traditional folklore to fit within modern educational frameworks presents its challenges. Folklore is inherently tied to the cultural and social contexts from which it originates, and adapting these narratives for use in a classroom setting requires careful consideration to ensure that their cultural essence is preserved. As Arifin et al. (2023) suggest, this adaptation process must balance the need to make folklore relevant to contemporary students with the imperative to maintain its cultural integrity. This challenge is particularly acute in urban areas, where students may have limited exposure to traditional cultural practices and may therefore struggle to relate to the themes and values presented in folklore.

Moreover, integrating folklore into education must contend with the broader socio-cultural dynamics of Indonesia, a country characterized by significant cultural diversity and regional variation. The folklore of one region may not be immediately applicable or relevant to students in another region, necessitating a flexible and context-sensitive approach to curriculum design. This diversity, while a source of cultural richness, also presents challenges in terms of ensuring that the curriculum is inclusive and reflective of the varied cultural experiences of Indonesian students.

Despite these challenges, there is considerable potential for revitalizing folklore as an educational tool. With targeted efforts and appropriate methodologies, folklore can

be revitalized as a valuable educational resource that not only preserves cultural heritage but also enhances the overall educational experience. These efforts might include developing new teaching materials that incorporate folklore in ways that are relevant to modern students, as well as initiatives to raise awareness about the cultural importance of folklore. By leveraging the strengths of folklore as a narrative form, educators can create engaging and meaningful learning experiences that resonate with students and foster a deeper understanding of their cultural heritage.

This systematic review aims to examine the role of cultural values in Indonesian folklore and explore how these values can be effectively integrated into educational practices to preserve local wisdom. By synthesizing findings from various studies, this review seeks to provide a comprehensive understanding of the potential benefits and challenges associated with the use of folklore in education. In doing so, it aims to contribute to the broader discourse on cultural preservation and educational innovation. The research questions guiding this systematic review are:

1. What are the key cultural values embedded in Indonesian folklore that are relevant to educational practices?
2. How effective are current educational approaches in integrating these cultural values to preserve local wisdom?

These questions are particularly pertinent in the context of Indonesia's rapidly changing cultural landscape, where the pressures of globalization and modernization are increasingly challenging the preservation of traditional cultural practices. By addressing these questions, this review seeks to provide insights into how education can serve as a powerful tool for cultural preservation, ensuring that Indonesia's rich and diverse cultural heritage continues to thrive in the modern world. Through a careful examination of the existing literature, this review will identify the key factors contributing to the successful integration of folklore into educational practices and explore the potential for innovation in this area. In doing so, it will offer a pathway for educators, policymakers, and researchers to collaborate in preserving and revitalizing Indonesian cultural heritage through education.

B. Methods

In this systematic review, the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines were rigorously followed to ensure transparency and methodological rigor, as outlined by Moher et al. (2009). The primary objective of this review was to analyze peer-reviewed journal articles published between 2019 and 2024, focusing specifically on the integration of cultural values in Indonesian folklore into educational practices. The aim was to provide a comprehensive understanding of how these cultural values are preserved and transmitted through education, particularly within the framework of the Merdeka Curriculum.

The data collection process involved a systematic search of several prominent academic databases, including ERIC, JSTOR, and Google Scholar. The search terms were carefully selected to capture the core elements of the study: “Cultural Values,” “Indonesian Folklore,” and “Educational Integration.” The objective was to identify empirical studies that provided evidence on the outcomes associated with implementing folklore-based education in Indonesian schools. To ensure that the review was both comprehensive and relevant, strict inclusion and exclusion criteria were applied. The inclusion criteria required that studies specifically focus on the integration of cultural values from folklore within the context of formal education in Indonesia, offering measurable outcomes related to student learning, engagement, or cultural preservation. Conversely, studies were excluded if they did not directly address the integration of folklore, lacked empirical data, were not peer-reviewed, or did not meet the necessary methodological rigor.

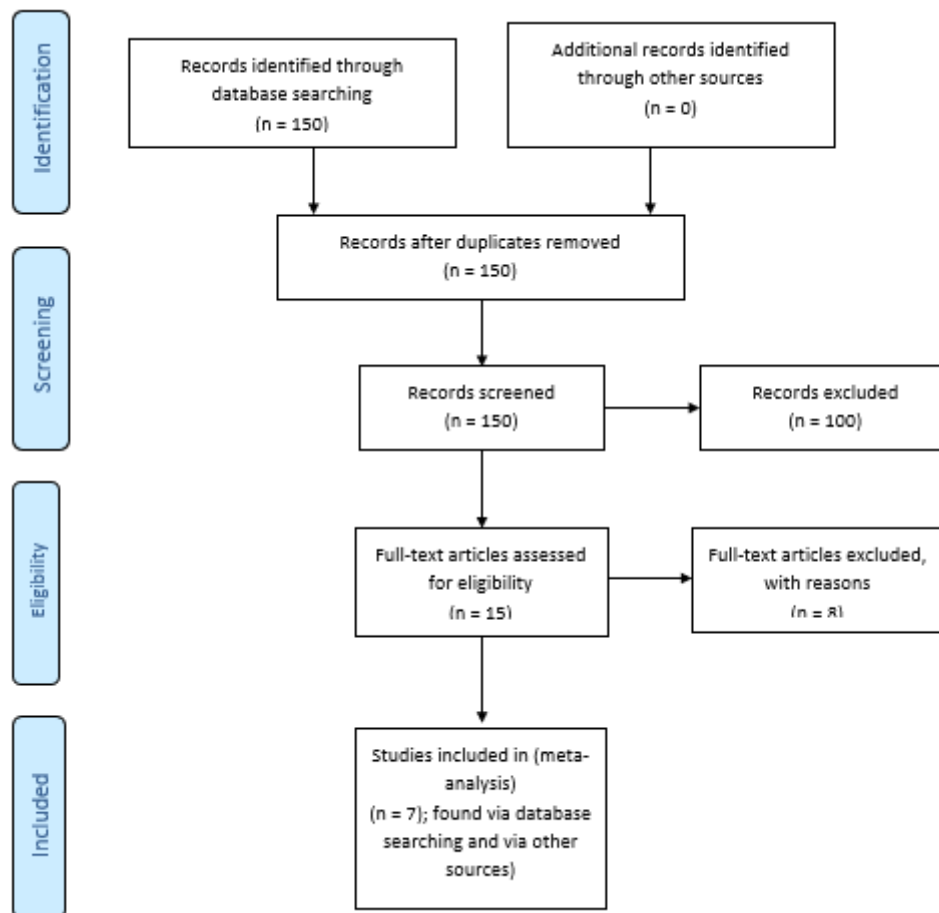


Figure 1. PRISMA flow diagram representing the flow of information through the decision process (i.e., the number of studies identified, rejected, and accepted). Lists of papers that were rejected or accepted are in other appendices. This flow chart was adapted from the PRISMA template found on their website (Moher et al. 2009).

Table 1. Literature Selection Process

Keyword Search		
No	Keyword Search	Number of Articles
1	“Limit to Articles in Educational Journals”	150
2	Limit to Articles Focused on “Cultural Values” AND “Indonesian Folklore” AND “Educational Integration”	50
3	Limit to Articles Focused on “Cultural Values” AND “Indonesian Folklore” AND “Educational Integration”	15
4	“Screen Manually for Relevance”	10
5	Manually Screened	7

Inclusion and Exclusion criteria
Inclusion Criteria
Articles written in English.
Articles published between 2019 and 2024 in reputable educational journals.
Studies focusing specifically on the integration of cultural values from Indonesian folklore in educational practices.
Articles discussing the role of cultural values in preserving local wisdom within educational settings.
Exclusion Criteria
Articles not written in English.
Articles published before 2019.
Articles irrelevant to the scope of the review
Duplicate papers
Conference Proceedings

Based on the initial literature search, 150 articles were identified that discussed the integration of cultural values in Indonesian folklore within educational contexts. The first selection process involved screening the titles and abstracts, which allowed the researchers to exclude articles that were irrelevant and did not meet the inclusion criteria. As a result, 50 articles were identified as having potential for further analysis. Each of these 50 articles was then re-evaluated according to the inclusion criteria, focusing on the research objective, specifically the effectiveness of integrating folklore in enhancing student learning, cultural engagement, and the preservation of local wisdom. Consequently, 15 articles met all the inclusion criteria.

From these 15 articles, 7 were selected for in-depth analysis as they provided the most comprehensive and rigorous examinations of the integration of cultural values from Indonesian folklore into educational practices. The analysis then focused on synthesizing the findings from these 7 articles, identifying common themes, and highlighting the benefits and challenges of implementing folklore-based education in various educational settings. The review revealed that while folklore-based education has significant potential in promoting cultural preservation and enhancing student engagement, challenges such as limited institutional support and the declining

interest among younger generations must be addressed to ensure its effectiveness and sustainability.

By adapting this process to the specific context of Indonesian folklore, this systematic review contributes to the broader discourse on how traditional cultural values can be preserved and revitalized through modern educational practices. The findings suggest that with targeted efforts and appropriate methodologies, folklore can play a crucial role in strengthening cultural identity and fostering a sense of cultural continuity among students in Indonesia.

C. Results and Discussion

The systematic review conducted on the selected seven studies revealed insightful findings regarding the integration of cultural values derived from Indonesian folklore into educational practices. These findings consistently underscore the potential of folklore-based education in enhancing students' cultural awareness, moral understanding, and engagement within the classroom setting. This section will explore these key findings in detail, providing a cohesive narrative that connects the various aspects of cultural education through the lens of Indonesian folklore. The results are summarized in the table below:

Table 2. Summary

Author(s) (Year)	Title	Sample	Methodology	Findings	Challenges
Taufina, et al. (2020)	Using Indonesia Folklore to Improve Good Attitudes in Elementary School Students	Elementary School Students in Padang and Pariaman	Research and Development (R2D2 model)	Folklore-based teaching materials improved students' attitudes and were validated as effective teaching resources.	Need for development of folklore-based materials that align with technological advancements.
Nopasari, et al. (2023)	Digital Folklore Text Teaching Materials Loaded with Educative Values for SMP/MTs Students	SMP/MTs Students in Indramayu, Indonesia and Malaysia	Research and Development (ADDIE model)	Digital folklore teaching materials were found to be effective and appropriate for SMP/MTs students in both Indonesia and Malaysia.	Ensuring the digital teaching materials are accessible and effective across different cultural contexts.
Wiradinata, et al. (2023)	Development of Digital Folklore Teaching Materials Based on Babad Indramayu's Moral Values	High School Students in Indramayu	Research and Development (ADDIE model)	Digital teaching materials based on folklore were validated as effective in promoting moral values and improving learning outcomes.	Challenges in integrating moral values with digital content while maintaining cultural relevance.
Suherli Kusmana and Nurzaman (Year)	Folklore Teaching Materials as a Character Education Scaffold	High School Students in Kuningan	Qualitative Analysis	Character education through folklore teaching materials enhanced students' moral and cultural understanding.	Adapting traditional folklore to modern educational contexts while preserving its cultural essence.
Firdausia, N., & Fatimah. (2017)	The Local Wisdom Values in Banyuwangi Folklore and Their Relevance to Teaching Short Story Texts in 10th Grade	High School Students in Banyuwangi	Qualitative Research	Local folklore stories from Banyuwangi were effectively integrated into curriculum, enhancing students' understanding of cultural and moral values.	Balancing folklore's traditional elements with modern educational needs and objectives.
Elisa Ningsih, Pitria Silfia	The Influence of Folklore in the Formation of Local	Individuals in local communities	Qualitative, Phenomenological	Folklore significantly influences the formation of	Understanding the role of folklore in the preservation

Novita Rizki (2024)	Cultural Values: A Phenomenological Approach	with deep knowledge of folklore	Approach	local cultural values and serves as a medium for cultural identity and value transmission.	of cultural values requires consideration of individual and cultural context.
Jenny Barli, Monika Widyastuti, Surtikanti, Antonius Setyawan Sugeng Nur Agung (2024)	The Utilization of Local Folklore as Teaching Material: Viewpoint and Education	Senior high school students in Ngabang Landak Region, West Kalimantan	Qualitative Descriptive Method	Students found local folklore engaging and motivational, enhancing their learning experience and integrating character education effectively.	The insufficient portion of local folklore in narrative teaching materials compared to Western fairy tales, highlighting a need for greater inclusion of local content.

One of the most significant findings from the reviewed studies is the pivotal role that folklore plays in fostering cultural awareness and identity formation among students, which directly addresses the research question: *What are the key cultural values embedded in Indonesian folklore that are relevant to educational practices?* The study by Firdauzia and Fatimah (2017) exemplifies this impact by demonstrating that integrating Banyuwangi folklore into the curriculum significantly enhances students' understanding and appreciation of their cultural heritage. This enhancement of cultural awareness is critical, particularly in Indonesia, a nation renowned for its rich diversity of ethnic groups, languages, and cultural practices. The study highlights that when students are exposed to folklore reflecting their own cultural backgrounds, they develop a stronger sense of identity and belonging. This finding is particularly relevant in the current era of globalization, where cultural identities are increasingly under threat from homogenizing global influences, thus emphasizing the importance of embedding these cultural narratives within educational practices to maintain cultural continuity.

Moreover, the review highlights the efficacy of folklore in conveying moral and ethical values, further exploring the cultural values embedded in Indonesian folklore. The use of folklore as a medium for moral education is not new; however, the studies reviewed in this systematic analysis provide empirical evidence of its effectiveness in modern educational settings, addressing how these values are integrated into current educational practices. Taufina et al. (2020) reported that the inclusion of Indonesian folklore in elementary school teaching materials led to significant improvements in students' attitudes and moral reasoning. These findings suggest that folklore, with its rich narratives embedded with ethical dilemmas and moral lessons, serves as a powerful tool for moral and ethical education. Through engaging with these narratives, students explore complex moral concepts in a context that is both culturally familiar and pedagogically effective, thereby reinforcing the relevance of these cultural values in education.

In addition to fostering cultural awareness and moral development, the reviewed studies consistently highlight the positive impact of folklore on student engagement and motivation. Engagement is a critical factor in the learning process, as it directly influences a student's ability to absorb and retain information. This aligns with the second research question: *How effective are current educational approaches in integrating these cultural values to preserve local wisdom?* Studies by Wiradinata et al. (2023) and Jenny Barli et al. (2024) found that students were notably more engaged and motivated when folklore was incorporated into their lessons. The narrative structure of folklore, with its intriguing plots, vivid characters, and cultural relevance, captures students' attention and sustains their interest throughout the learning process. This heightened engagement is beneficial not only for enhancing learning outcomes but also for fostering a positive and inclusive classroom environment where students feel connected to the content they are learning. These findings underscore the effectiveness

of incorporating folklore into educational practices to maintain student interest while preserving cultural wisdom.

Despite these promising results, the integration of folklore into educational practices is not without its challenges. One primary challenge identified in the review is the difficulty of adapting traditional folklore to meet contemporary educational settings' needs. As Suherli Kusmana and Nurzaman (Year) noted, while folklore is rich in cultural and moral content, translating these traditional stories into modern educational materials requires careful consideration to preserve their cultural essence. This challenge is exacerbated by the need to align folklore-based materials with existing curriculum frameworks, which may not always be designed to accommodate such culturally specific content. This finding is critical when evaluating the effectiveness of current educational approaches, as it highlights the balancing act between preserving the authenticity of folklore and adapting it to meet modern educational standards a process that requires thoughtful planning and execution.

Another challenge highlighted by the studies is the accessibility and effectiveness of digital folklore teaching materials, which is particularly relevant in today's increasingly digital educational landscape. As education increasingly moves towards digital platforms, the adaptation of folklore into digital formats presents both opportunities and challenges. Nopasari et al. (2023) emphasized the importance of ensuring that digital folklore teaching materials are accessible to all students, regardless of their socio-economic background or geographical location. The transition from traditional oral storytelling to digital media requires that the educational content remains engaging and culturally relevant. However, this digital adaptation must also consider varying levels of digital literacy among students and teachers, as well as the availability of technological resources in different regions. These challenges underscore the need for ongoing innovation in educational technology to support the effective integration of cultural content in digital learning environments, thus influencing how well these cultural values are preserved in the modern context.

In the broader context of cultural preservation, the studies reviewed collectively underscore the critical role that folklore plays in sustaining local wisdom and cultural heritage. The research by Elisa Pitria Ningsih and Silfia Novita Rizki (2024) illustrates how folklore acts as a vehicle for transmitting cultural values and maintaining cultural identity within communities. This transmission is particularly important in rural and indigenous communities, where folklore often remains one of the few links to a rich cultural past. By integrating folklore into formal education, these cultural narratives can be preserved and passed on to future generations, ensuring they remain a living part of the community's cultural fabric. This finding directly speaks to the research questions, as it not only identifies the key cultural values embedded in folklore but also evaluates the effectiveness of educational approaches in preserving these values

for future generations.

In conclusion, the reviewed studies provide compelling evidence that Indonesian folklore plays a vital role in embedding cultural values within educational practices. While the integration of these values into education has proven effective in enhancing cultural awareness, moral development, and student engagement, the challenges related to adapting folklore to contemporary educational settings and digital platforms must be carefully managed. Addressing these challenges is crucial to maximizing the potential of folklore as a means of preserving local wisdom and ensuring its continued relevance in modern education.

The findings of this systematic review align with existing literature on the role of cultural education in preserving and transmitting local wisdom, reinforcing the argument that education can be a powerful tool for cultural preservation. The results of the reviewed studies support the broader theoretical framework that posits the integration of indigenous knowledge and cultural narratives into educational practices as a means of enhancing cultural awareness and promoting holistic education (Smith & Riley, 2020). This theoretical perspective is consistent with the findings of the reviewed studies, which demonstrate that folklore-based education effectively fosters cultural preservation, student engagement, and moral development.

Moreover, the challenges identified in the integration of folklore into educational practices reflect broader concerns in the field of cultural education. The difficulty of adapting traditional cultural content to fit modern educational frameworks is a recurring theme in the literature. Chandra and Goyal (2023) have argued that educational content must be contextually relevant to resonate with students, particularly in multicultural societies. This argument is supported by the findings of Suherli Kusmana and Nurzaman (Year), who emphasized the importance of preserving the cultural essence of folklore while adapting it to meet contemporary educational needs. The balance between cultural preservation and educational innovation is delicate, requiring educators to navigate the complexities of cultural adaptation with sensitivity and care.

The positive impact of folklore on student engagement, as highlighted in the reviewed studies, can be understood within the broader context of culturally responsive pedagogy. Culturally responsive pedagogy advocates for the inclusion of students' cultural backgrounds in the learning process as a means of enhancing engagement and academic outcomes (Gay, 2018). This pedagogical approach aligns with the findings of Wiradinata et al. (2023) and Jenny Barli et al. (2024), who reported increased student engagement when folklore was incorporated into the curriculum. The success of culturally responsive teaching strategies, as evidenced by these studies, underscores the importance of incorporating culturally relevant content into the

educational process to enhance student motivation and learning outcomes.

The challenges related to the accessibility and relevance of digital folklore teaching materials, as noted by Nopasari et al. (2023), highlight the ongoing need for innovation in educational technology. As digital platforms become increasingly integral to the educational experience, the challenge of adapting cultural content to these platforms becomes more pressing. Ramirez and Lee (2023) have discussed the impact of globalization on traditional narratives, arguing that digital adaptation must be carefully managed to ensure that cultural content remains engaging and relevant for diverse student populations. This perspective is echoed in the findings of Nopasari et al. (2023), who stressed the importance of making digital folklore materials accessible and effective across different cultural and socio-economic contexts.

In conclusion, the systematic review of the seven selected studies provides compelling evidence of the benefits and challenges associated with the integration of cultural values from Indonesian folklore into educational practices. The findings suggest that folklore-based education not only supports cultural preservation but also enhances student engagement, motivation, and moral development. However, the successful implementation of folklore-based education requires careful consideration of the challenges related to cultural adaptation and the use of digital technologies in education. As education continues to evolve in the digital age, the preservation and transmission of cultural wisdom through folklore will remain a critical area of focus for educators, policymakers, and researchers alike.

D. Conclusions

This systematic review has provided valuable insights into the integration of cultural values from Indonesian folklore within the educational framework, particularly the Merdeka Curriculum. The findings suggest that folklore-based education significantly enhances cultural awareness, moral development, and student engagement. These benefits, however, come with challenges, particularly in adapting traditional folklore to contemporary educational needs and effectively utilizing digital platforms. Addressing these challenges is essential to maximizing the potential of folklore in education, ensuring it remains a relevant and effective tool for cultural preservation and moral instruction. This review underscores the importance of integrating indigenous knowledge into formal education, offering a pathway to a more culturally responsive and holistic educational experience that honors and preserves Indonesia's rich cultural heritage. As education continues to evolve in the digital age, the preservation of local wisdom through folklore will remain a critical focus for educators, policymakers, and researchers.

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