

Uncovering the Richness of Local Culture: Utilizing Traditional Wisdom for Teaching Indonesian Language and Literature in the Vuca Era

Wahyu Dini Septiari^{1*}, Sri Muryati¹, Pardyatmoko¹

¹Universitas Veteran Bangun Nusantara

ARTICLE INFO

Article history:

DOI:

[10.30595/pssh.v20i.1372](https://doi.org/10.30595/pssh.v20i.1372)

Submitted:

June 20, 2024

Accepted:

November 10, 2024

Published:

November 30, 2024

Keywords:

Local Wisdom; Teaching Indonesian Language and Literature; VUCA Era; Innovative Learning

ABSTRACT

The VUCA (Volatility, Uncertainty, Complexity, Ambiguity) era presents its own challenges in teaching Indonesian language and literature. The utilization of local wisdom is a potential solution to enrich the learning process. This study aims to explore how to integrate local wisdom in teaching Indonesian language and literature in the VUCA era. The research method used is descriptive qualitative. Data were collected through in-depth interviews with experts in the field of Indonesian language and literature, as well as observation of teaching practices in several educational institutions. The data were analyzed thematically to identify patterns and trends in the use of local wisdom in teaching. The results show that there are various potentials of local wisdom that can be integrated in teaching Indonesian language and literature, such as the exploration of folklore, proverbs, and traditional cultural values. This integration can be done through the development of local wisdom-based teaching materials, the transformation of local wisdom-based literary works, as well as the development of local linguistics and innovation in learning Indonesian language and literature in the VUCA era. This study concludes that the utilization of local wisdom in teaching Indonesian language and literature in the VUCA era can strengthen cultural identity, increase the relevance of learning, and encourage students' creativity and critical thinking skills. This research is expected to provide insights for educational practitioners in developing Indonesian language and literature learning that is responsive to the challenges of the VUCA era.

This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).



Corresponding Author:

Wahyu Dini Septiari

Universitas Veteran Bangun Nusantara

Jl. Letjend Sujono Humardani No.1, Gadingan, Sukoharjo, Jawa Tengah 57521, Indonesia

Email: wahyudiniseptiari.18@gmail.com

1. INTRODUCTION

The VUCA (Volatility, Uncertainty, Complexity, Ambiguity) era has become a term often used to describe the current world conditions that are full of uncertainty and rapid change. In the context of education, this challenge is becoming increasingly urgent, especially when educational institutions are required to prepare the younger generation to be able to adapt to the changing dynamics of the times (Núñez-Canal et al., 2022). The main characteristics of the VUCA era include rapid and unpredictable changes, uncertainties that make long-term planning complicated, and complexities stemming from the interconnection of various social, economic and technological factors (Alamin et al., 2023; Rani Afkarina et al., 2023). This requires educators to design a flexible

and responsive curriculum that focuses not only on mastering the material, but also on developing critical thinking skills, creativity and collaborative abilities. A more interactive and project-based learning approach is important, so that students are not only recipients of information, but also active actors in the learning process (Hosman & Jacobs, 2018). Thus, education must be able to produce graduates who are not only academically prepared, but also have practical and social skills that are relevant to the demands of the times.

In the context of teaching Indonesian language and literature, the VUCA era brings unique challenges. Language and literature as part of Indonesia's cultural heritage need to be transmitted in a way that is relevant and responsive to social and cultural changes. Teaching language and literature can no longer be done with conventional methods that rely solely on textbooks and memorization (Rumbouw, 2021). Instead, there needs to be an approach that prioritizes the cultural and historical context that lives in society. This includes the introduction of local wisdom that exists in various regions in Indonesia, which can provide color and depth in teaching. Through the utilization of local wisdom, students can learn not only the language, but also the values, norms and traditions contained in their culture (Sagala et al., 2022). This will help them understand and appreciate Indonesia's cultural diversity and increase their sense of identity and pride in their heritage. In this way, teaching language and literature becomes more meaningful and relevant, and can foster a love for Indonesian language and literature.

Local wisdom refers to the system of knowledge, values, and practices that have been developed by local communities in interacting with their environment (Heri et al., 2021; Uspayanti et al., 2021). In the context of language and literature education, local wisdom has great potential to be a rich and valuable resource. Local wisdom not only offers a unique and authentic perspective, but can also enrich the learning process (Idhayani et al., 2023; Loke et al., 2023). By incorporating elements of local wisdom, such as folklore, proverbs and oral traditions, teaching becomes more vivid and relevant to students. For example Kusmana et al (2020), the use of folktales as teaching materials can help students understand narrative structure, characterization, and moral messages, while introducing them to the cultural values contained in the stories. In addition, an understanding of local languages and dialects can also increase students' sense of pride in their own language, as well as encourage them to preserve existing cultural heritage. Thus, the integration of local wisdom in Indonesian language and literature teaching is not only beneficial for language acquisition, but also for students' character and identity building.

Integration of local wisdom in teaching Indonesian language and literature can be done through various innovative approaches. First, the development of teaching materials based on local wisdom is very important. This can be done by utilizing folklore, proverbs, and traditional cultural values as learning materials (Azizah & Alnashr, 2022; Mastiah et al., 2021). For example Ryshina-Pankova et al (2021), educators can invite students to analyze folklore from a particular region, understand the cultural context, and explore the values contained therein. Second, the transformation of literary works based on local wisdom into another approach that can be used. By exploring and representing local wisdom in literary texts, students not only learn about literature, but also experience and appreciate their cultural heritage (Nurbaya & Abbas, 2018). Third, the development of local linguistics involving the study of regional languages and local dialects is also important to enrich Indonesian language learning (Rokhman, 2020: 166; Sara Dwi Anjani & Iskandarsyah Siregar, 2023). This approach will not only broaden students' horizons about linguistic diversity, but also increase their awareness of the importance of preserving regional languages. Finally, innovation in learning Indonesian language and literature by utilizing digital technology and collaborative methods (Lisnawati et al., 2023; Wijaya et al., 2024). Can also increase student engagement, making learning more interactive and enjoyable.

The use of local wisdom in teaching Indonesian language and literature in the VUCA era has great potential to strengthen students' cultural identity, increase the relevance of learning, and encourage creativity and critical thinking skills (Angga et al., 2022). By linking learning to the local cultural context, students can more easily understand and appreciate the cultural diversity that exists in Indonesia. In addition, this approach is also in line with the goals of Indonesian national education which focus on character formation, mastery of knowledge, and development of skills needed to face the challenges of the times. In this context, local wisdom not only functions as learning content, but also as a tool to shape students' critical and creative mindsets. Thus, the integration of local wisdom in teaching language and literature becomes very relevant and urgent in an effort to create a generation that is ready to face global challenges.

Although the use of local wisdom in teaching Indonesian language and literature in the VUCA era has many benefits, there are challenges that need to be overcome. One of the main challenges is the low understanding and awareness among educators about the potential of local wisdom to enrich the learning process. Many educators are still trapped in conventional methods, without realizing that local wisdom can be a very valuable resource. In addition, the limited availability of teaching materials and learning resources based on local wisdom is another obstacle. Many materials have not been well integrated into the curriculum, making them difficult to implement in daily teaching. The lack of policy and infrastructure support, such as training for educators and the provision of adequate resources, is also an inhibiting factor. Therefore, an in-depth study is needed to explore the

potential and opportunities in utilizing local wisdom in teaching Indonesian language and literature in the VUCA era. This study aims to uncover ways that can be done to make teaching more responsive to the characteristics of the era that is constantly changing, and to create a more inclusive and meaningful learning environment for all students.

2. METHOD

This research uses a qualitative approach with a library research method to explore the potential, forms, and challenges and opportunities of local wisdom integration in teaching Indonesian language and literature in the VUCA era. Data collection in this study was conducted through searching relevant literature from various sources, such as books, scientific journals, articles, and online sources (Sugiyono, 2019). These sources include publications on local wisdom, teaching Indonesian language and literature, and the characteristics and challenges of the VUCA era.

The data analysis process in this study consists of several stages, namely 1) Identification and selection of literature sources relevant to the research topic. This stage involves searching, filtering and collecting documents that discuss local wisdom, teaching Indonesian language and literature, and the characteristics of the VUCA era. 2) Content analysis of the collected literature sources. This involved reading, coding, and classifying important information relating to the potential, forms, and challenges and opportunities of integrating local wisdom in the teaching of Indonesian language and literature in the VUCA era. 3) Data synthesis and interpretation. At this stage, analysis and interpretation of the classified information is carried out, to produce a comprehensive understanding of the issue under study. The process of data synthesis and interpretation involves identifying patterns, themes, and relationships between concepts that emerge from the literature sources. 4) Presentation of analysis results. Findings from the data analysis process are organized and presented systematically, supported by relevant quotations from literature sources. The presentation of the results of this analysis is done in the form of descriptive narrative.

Data validity in this study was enhanced through source triangulation. This was done by comparing and confirming information obtained from various literature sources, to ensure the accuracy and reliability of the data used. In addition, to maintain objectivity and minimize bias, the data analysis process in this study also involved reviews and discussions with experts in the field of teaching Indonesian language and literature, as well as experts in the field of local wisdom. Input and feedback from these experts were used to strengthen and enrich the interpretation of the data.

3. RESULTS AND DISCUSSION

The results of this study show several potentials, forms, as well as challenges and opportunities for integrating local wisdom in teaching Indonesian language and literature in the VUCA era.

3.1. Potential for Integration of Local Wisdom in Teaching Indonesian Language and Literature in the VUCA Era

The results of literature searches from Dewi (2020); Romadhon et. al (2023); Simanungkalit et. al, (2024); Wahyudin et. al (2023) identified several potential integrations of local wisdom in teaching Indonesian language and literature in the VUCA era, including:

1. Strengthening national identity and character
Indonesia's rich and diverse local wisdom has the potential to strengthen the identity and character of the Indonesian nation amidst the flow of globalization. Integration of local wisdom in teaching Indonesian language and literature can help students understand and appreciate the nation's cultural heritage, as well as foster a sense of pride and ownership of local cultural identity.
2. Building cross-cultural understanding
The VUCA era is marked by increasingly intensive interactions between local and global cultures. Integration of local wisdom in teaching Indonesian language and literature can help students understand and appreciate cultural diversity, as well as improve cross-cultural communication and collaboration skills.
3. Increasing critical thinking and creativity
Indonesian local wisdom, which is rich in traditional values, knowledge, and skills, can be utilized to stimulate students' critical thinking and creativity. A teaching approach that integrates local wisdom can encourage students to think critically, solve problems innovatively, and develop the ability to adapt and innovate.
4. Enriching teaching materials and learning resources
The richness of Indonesian local wisdom can enrich teaching materials and learning resources in teaching Indonesian language and literature. The use of folklore, traditional poetry, wise sayings, and local knowledge and skills can enrich learning content and increase student interest.
5. Increasing relevance to the local context

Integration of local wisdom in teaching Indonesian language and literature can increase the relevance of learning to the local context of students. This can help students understand and apply learning concepts better, as well as increase their interest and involvement in the learning process.

3.2. Forms of Integration of Local Wisdom in Teaching Indonesian Language and Literature in the VUCA Era

Based on literature analysis, several forms of integration of local wisdom in teaching Indonesian language and literature in the VUCA era include:

1. Use of texts based on local wisdom
Texts based on local wisdom, such as folk tales, traditional poems, and legends, can be used as teaching materials in teaching Indonesian language and literature. These texts can be integrated into reading, writing, speaking, and listening lessons, and can be a source of inspiration for literary appreciation activities.
2. Introduction and exploration of local culture
Teaching Indonesian language and literature can be integrated with the introduction and exploration of local culture, such as customs, traditional crafts, arts, and culinary. Learning activities can be designed to introduce, explore, and analyze these aspects of local culture.
3. Utilization of local skills and knowledge
Local skills and knowledge, such as traditional agricultural techniques, herbal medicines, and environmental wisdom, can be integrated into teaching Indonesian language and literature. Students can learn, practice, and discuss this local wisdom in the context of learning.
4. Use of local languages and dialects
Local languages and dialects can be utilized in teaching Indonesian language and literature, both as teaching materials and as learning media. This can help students understand the diversity of languages and dialects in Indonesia, as well as increase their appreciation for the linguistic richness of the archipelago.
5. Integration of local wisdom values
Local wisdom values, such as mutual cooperation, deliberation, and harmony with nature, can be integrated into learning Indonesian language and literature. These values can be explored, discussed, and applied in various learning activities.
6. Development of local wisdom-based projects
Teaching Indonesian language and literature can be designed in the form of local wisdom-based projects, such as field research, making creative products, or organizing cultural activities. These projects can help students understand, appreciate, and preserve local wisdom.

3.3. Challenges and Opportunities for Integrating Local Wisdom in Teaching Indonesian Language and Literature in the VUCA Era

Integration of local wisdom in teaching Indonesian language and literature in the VUCA era faces several challenges, but also opens up opportunities that can be utilized.

1. Challenges
 - a. Diversity and complexity of local wisdom
Indonesia has a very wide and complex diversity of local wisdom, which can be a challenge in selecting, integrating, and managing local wisdom that is relevant to learning needs.
 - b. Limited understanding and appreciation of local wisdom
There are still limited understanding and appreciation of local wisdom, both among educators and students. This can be an obstacle in efforts to integrate local wisdom effectively.
 - c. Globally oriented curriculum and learning
The curriculum and learning practices in Indonesia currently tend to be globally oriented, so that special efforts are needed to integrate local wisdom systematically and in a planned manner.
 - d. Lack of resources and institutional support
Integration of local wisdom in teaching Indonesian language and literature requires resources, both in the form of teaching materials, educator training, and institutional support, which are still limited.
 - e. Resistance to change
Changes in the practice of teaching Indonesian language and literature to accommodate local wisdom can cause resistance from parties who are accustomed to conventional approaches.
2. Opportunity
 - a. Government policies and commitments
The Indonesian government has demonstrated its commitment to preserving and utilizing local wisdom, including through educational policies. This can be an opportunity to integrate local wisdom into the teaching of Indonesian language and literature.

- b. Public awareness and appreciation
There is a trend of increasing public awareness and appreciation, especially among the younger generation, of Indonesian local wisdom. This can be a driving force for integrating local wisdom in teaching Indonesian language and literature.
- c. Utilization of digital technology
Advances in digital technology can facilitate efforts to document, digitize, and disseminate local wisdom, as well as support its integration in teaching Indonesian language and literature.
- d. Academic and community support
There is academic and community support, both from educators, researchers, and cultural practitioners, who can contribute to the development and implementation of the integration of local wisdom in teaching Indonesian language and literature.
- e. The need for contextual learning
The VUCA era demands contextual learning that is relevant to the environment of students. Integration of local wisdom in teaching Indonesian language and literature can answer this need.

Considering the potential, forms, and challenges and opportunities identified, the integration of local wisdom in teaching Indonesian language and literature in the VUCA era has good prospects for implementation. Strategic efforts are needed to optimize the use of local wisdom and minimize existing obstacles. Some strategies that can be considered include:

1. Development of curriculum and teaching materials based on local wisdom
The curriculum and teaching materials for Indonesian language and literature need to be developed by including relevant local wisdom content, both in the form of texts, learning activities, and local wisdom-based projects.
2. Increasing the capacity of educators
Educators need to be equipped with adequate knowledge, skills, and attitudes to integrate local wisdom in teaching Indonesian language and literature. Training, coaching, and sharing of good practices can be done to achieve this goal.
3. Collaboration with stakeholders
Efforts to integrate local wisdom in teaching Indonesian language and literature require collaboration with various stakeholders, such as cultural communities, local governments, and higher education institutions.
4. Utilization of digital technology
Digital technology can be utilized to document, preserve, and disseminate local wisdom, as well as integrate it into innovative Indonesian language and literature learning.
5. Strengthening school culture based on local wisdom
The integration of local wisdom in teaching Indonesian language and literature can be supported by strengthening school culture that respects and preserves local wisdom values.

Through these strategic efforts, the integration of local wisdom in teaching Indonesian language and literature in the VUCA era can be realized more effectively. This can contribute to strengthening the identity and character of the nation, building cross-cultural understanding, and increasing the relevance and quality of Indonesian language and literature learning that is responsive to the challenges of the VUCA era.

4. CONCLUSION

Indonesia's abundant local culture can be utilized as a rich source of inspiration and teaching materials in teaching Indonesian language and literature. Traditional wisdom contained in local cultures, such as folklore, proverbs, and traditional rituals, can be adapted into interesting and meaningful learning materials for students. The use of traditional wisdom can help introduce and preserve Indonesia's cultural heritage in the midst of globalization and the challenging VUCA (Volatility, Uncertainty, Complexity, Ambiguity). Learning approaches that utilize traditional wisdom can help shape character, enhance students' understanding of cultural identity, and develop critical thinking skills and creativity. However, implementing this concept requires teachers' creativity and innovation in designing effective learning materials and strategies that are relevant to the VUCA context. Collaboration between schools, academics and local cultural communities is needed to develop appropriate resources and teaching practices.

ACKNOWLEDGMENT

We would like to thank all those who have contributed to the article "Uncovering Local Cultural Wealth: Utilizing Traditional Wisdom for Teaching Indonesian Language and Literature in the Vuca Era". Thank you to the researchers and academics who have provided deep insights into the importance of local wisdom in education, as well as the educational practitioners who have integrated cultural elements in their curriculum. The support and feedback from readers also means a lot to us. May this article be a source of inspiration for educators and learners

in exploring and preserving the richness of local culture, so that we can create a generation that is intelligent and rich in cultural values.

REFERENCES

- Alamin, N. S., Sari, I. L., & Hidayahsyah, N. (2023). Urgensi Pendidikan Karakter Bagi Generasi Z Sebagai Solusi Tanggap Terhadap Tantangan Kompleks Era VUCA. *Prosiding Seminar Hasil Penelitian dan Pengabdian Kepada Masyarakat (SEHATI ABDIMAS)*, 6(1), 139–148. https://doi.org/https://doi.org/10.47767/sehati_abdimas.v6i1.677
- Angga, A., Abidin, Y., & Iskandar, S. (2022). Penerapan Pendidikan Karakter dengan Model Pembelajaran Berbasis Keterampilan Abad 21. *Jurnal Basicedu*, 6(1), 1046–1054. <https://doi.org/10.31004/basicedu.v6i1.2084>
- Azizah, L., & Alnashr, M. S. (2022). Pengembangan Bahan Ajar Tematik Berbasis Kearifan Lokal Guna Meningkatkan Hasil Belajar Kognitif Siswa. *Dawuh Guru: Jurnal Pendidikan MI/SD*, 2(1), 1–12. <https://doi.org/10.35878/guru.v2i1.340>
- Dewi, K. P. (2020). Indigenous Knowledge: Develop Cross-Cultural Literacy and Character of Indonesia in Multicultural Society. *Proceedings of the 2nd International Conference on Social Science and Character Educations (ICoSSCE 2019)*. <https://doi.org/10.2991/assehr.k.200130.041>
- Heri, Y., Sriartha, I. P., & Suastika, I. N. (2021). Pengembangan Nilai-Nilai Kearifan Lokal Suku Sasak Sebagai Suplemen Materi Ajar Pada Mata Pelajaran IPS SMP Negeri 4 Jerowaru Kabupaten Lombok Timur. *Media Komunikasi FPIPS*, 20(2), 118. <https://doi.org/10.23887/mkfis.v20i2.36799>
- Hosman, L., & Jacobs, G. (2018). From Active Learning to Taking Action: Incorporating Political Context Into Project-Based, Interdisciplinary, International Service Learning Courses. *Journal of Political Science Education*, 14(4), 473–490. <https://doi.org/10.1080/15512169.2017.1419876>
- Idhayani, N., Nurlina, N., Risnajayanti, R., Salma, S., Halima, H., & Bahera, B. (2023). Inovasi Pembelajaran Anak Usia Dini : Pendekatan Kearifan Lokal Dalam Praktik Manajemen. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 7(6), 7453–7463. <https://doi.org/10.31004/obsesi.v7i6.5624>
- Kusmana, S., Wilsa, J., Fitriawati, I., & Muthmainnah, F. (2020). Development of Folklore Teaching Materials Based on Local Wisdom as Character Education. *International Journal of Secondary Education*, 8(3), 103. <https://doi.org/10.11648/j.ijsedu.20200803.14>
- Lisnawati, I., Ruslan, T. S., & Kartadireja, W. N. (2023). Orientasi Pembelajaran Bahasa Indonesia pada Era VUCA. *Bahasa: Jurnal Keilmuan Pendidikan Bahasa dan Sastra Indonesia*, 5(1), 63–79. <https://doi.org/10.26499/bahasa.v5i1.561>
- Loke, L. K., Marung, M. D., & Rato, E. P. (2023). Teori Dan Pendekatan Pendidikan Multikultural. *Jurnal Pendidikan Sang Surya*, 9(2), 138–149. <https://doi.org/https://doi.org/10.56959/jpss.v9i2.119>
- Mastiah, M., Mutaqin, N. S., & Tirsa, A. (2021). Pengembangan Buku Cerita Rakyat Berbasis Kearifan Lokal Suku Dayak Randuk. *CaLLs (Journal of Culture, Arts, Literature, and Linguistics)*, 7(1), 53. <https://doi.org/10.30872/calls.v7i1.5113>
- Núñez-Canal, M., de Obesso, M. de las M., & Pérez-Rivero, C. A. (2022). New Challenges in Higher Education: A Study of the Digital Competence of Educators in Covid Times. *Technological Forecasting and Social Change*, 174, 121270. <https://doi.org/10.1016/j.techfore.2021.121270>
- Nurbaya, N., & Abbas, S. (2018). *Model Pembelajaran Sinektik Berbasis Kearifan Lokal Dorabololo (Seni Meningkatkan Kreativitas dalam Menulis Cerpen)*. IAIN Ternate.
- Rani Afkarina, Cindi Septianza, Ahmad Faisol Amir, & Mochammad Isa Anshori. (2023). Manajemen Perubahan Di Era VUCA. *Lokawati: Jurnal Penelitian Manajemen dan Inovasi Riset*, 1(6), 41–62. <https://doi.org/10.61132/lokawati.v1i6.332>
- Rokhman, F. (2020). *Linguistik Disruptif: Pendekatan Kekinian Memahami Perkembangan Bahasa*. Bumi Aksara.
- Romadhon, S., Alatas, M. A., & Herawati, Y. (2023). Revitalisasi Pembelajaran Bahasa Indonesia melalui Pembentukan Kemampuan Berpikir Kritis dalam Lingkungan Indigenos. *GHANCARAN: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 361–373. <https://doi.org/10.19105/ghancaran.vi.8177>

- Rumbouw, O. (2021). The Communicative Language Teaching and Students' Vocabulary Memorizing Improvement. *Langua: Journal of Linguistics, Literature, and Language Education*, 4(1), 43–83. <https://doi.org/https://doi.org/10.5281/zenodo.4643005>
- Ryshina-Pankova, M., Barthold, W., & Barthold, E. (2021). Enhancing the content- and language-integrated multiple literacies framework: Systemic functional linguistics for teaching regional diversity. *System*, 96, 102403. <https://doi.org/10.1016/j.system.2020.102403>
- Sagala, D. I. S., Akhiriani, W., & Nasution, M. A. (2022). Pembelajaran Sastra Berbasis Karakter I. *Jurnal Multidisiplin Dehasen (MUDE)*, 1(3). <https://doi.org/10.37676/mude.v1i3.2614>
- Sara Dwi Anjani, & Iskandarsyah Siregar. (2023). Health Vitality of the Betawi Language in the Future in Jakarta: A Sociolinguistic Study. *Formosa Journal of Sustainable Research*, 2(3), 623–640. <https://doi.org/10.55927/fjsr.v2i3.3521>
- Simanungkalit, K. E., Tampubolon, T. C., Panggabean, L., Sihite, I., & Simanjuntak, B. (2024). Pentingnya Kearifan Lokal: Meningkatkan Kualitas Kurikulum Merdeka dengan Karya Sastra. *Jurnal Basicedu*, 8(2), 1446–1453. <https://doi.org/10.31004/basicedu.v8i2.7173>
- Sugiyono. (2019). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alfabet.
- Uspayanti, R., Butarbutar, R., Hiskya, H. J., & Ainani, A. F. (2021). Local Wisdom And Its Implication For Nature Conservation. *Review of International Geographical Education Online*, 11(5), 292–302. <https://rigeo.org/menu-script/index.php/rigeo/article/view/772>
- Wahyudin, A., Zaman, N., Nisak, A. K., & Zuhriyah, I. A. (2023). Teacher Performance Assessment Development Management In Smart Society 5.0 Era. *Mudir: Jurnal Manajemen Pendidikan*, 5(1), 10–18. <https://doi.org/https://doi.org/10.55352/mudir.v5i1.23>
- Wijaya, H., Gani, R. H., & Supratmi, N. (2024). . Pendekatan Inovatif Dalam Pembelajaran Bahasa Dan Sastra Di Era Vuca: Mengintegrasikan Teknologi Dan Media Sosial. *Jurnal Analisa Pemikiran Insan Cendikia (Jurnal APIC)*, 7(1), 28–46. <https://doi.org/https://doi.org/10.54583/apic.vol7.no1.148>