

## **INTEGRATION OF LOCAL WISDOM VALUES OF LUBUK LARANGAN IN CIVIC EDUCATION LEARNING**

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### **ABSTRACT**

This article aims to analyze the potential integration of local wisdom values of Lubuk Larangan in Citizenship Education (PKn) learning. As a tradition of community-based resource management, Lubuk Larangan reflects various educational values, including mutual cooperation, social solidarity, ecological awareness, compliance with customary norms, and social justice. The study used a literature review method to analyze the relevance of Lubuk Larangan values to the concept of ecological citizenship, local wisdom-based learning, and the principles of Pancasila. The results of the analysis show that Lubuk Larangan can be a real example in building student character education, strengthening the relevance of PKn learning to the local context, and supporting the achievement of the Pancasila Student Profile dimensions. The integration of Lubuk Larangan in PKn learning can be done through a contextual, project, and value-based approach, which allows students to develop critical thinking skills, collaboration, and environmental awareness. In addition, this tradition can be used as a means to strengthen legal awareness and students' understanding of the importance of environmental sustainability. By presenting local wisdom of Lubuk Larangan in PKn learning, students not only gain conceptual understanding, but also real experience of the relationship between traditional values, customary law, and citizenship. This study recommends strengthening local wisdom-based curriculum, teacher training, and developing creative learning media to support this integration. These findings contribute to the literature on culture-based learning and the importance of strengthening citizenship education that is relevant to the local context.

**Keywords:** *local wisdom; ecological citizenship; educational values; customary norms; character education.*

## **INTRODUCTION**

Local wisdom, as part of the culture that develops in society, has an important role in shaping character and social identity (Wulandari et al., 2023). In the Indonesian context, local wisdom not only reflects cultural richness but also contains values that can enrich learning in Citizenship Education (PKn). One of the local wisdoms that is relevant to study is Lubuk Larangan, a natural resource management system based on customary law that aims to preserve ecosystems and promote social justice in society. As a natural resource management practice typical of the Jambi community, Lubuk Larangan has become an integral part of the life of indigenous communities. In 2020, there were 197 Lubuk Larangan locations in 11 districts/cities in this province (Jufrida et al., 2020). This tradition reflects the ability of indigenous people to manage natural resources sustainably and in balance with the needs of future generations (Tamalene et al., 2014).

The values of local wisdom contained in Lubuk Larangan include mutual cooperation, social solidarity, and compliance with customary law norms. These values are in line with the principles of Pancasila, especially the third principle (Unity of Indonesia) and the fifth principle (Social Justice for All Indonesian People), which emphasize social justice and national unity. Lubuk Larangan can be a concrete example of how fair management of natural resources can create social solidarity while maintaining a balance between human interests and environmental sustainability (Bahar et al., 2023).

In civics learning, the integration of Lubuk Larangan values allows students to understand citizenship from a broader perspective, namely ecological citizenship. This concept emphasizes that every individual has rights and obligations not only to the state, but also to the environment (Dobson, 2003). Therefore, the integration of Lubuk Larangan values in civics learning can enrich students' understanding of the importance of customary norms, environmental law, and responsible citizenship.

## **METHODS**

This study uses a literature review method to explore the integration of local wisdom values of Lubuk Larangan in Citizenship Education (PKn) learning. The literature review method aims to explore relevant information and theories from various academic sources, such as books, scientific journals, research reports, and policy documents. This approach allows researchers to identify, evaluate, and synthesize existing research results in order to build a strong conceptual foundation to support this article.

The literature review research method focuses on analyzing the content of sources related to local wisdom, citizenship education, and cultural

value-based learning theories. In this context, researchers review the main theories relevant to the topic, such as the concept of ecological citizenship, the values of mutual cooperation, and the approach to education based on local wisdom. Through this analysis, it is hoped that it can be identified how the values contained in Lubuk Larangan can be adapted into the Pancasila-based PKN curriculum.

## **RESULTS AND DISCUSSION**

### **Identification of the Values of Lubuk Larangan**

Lubuk Larangan is a form of local wisdom that contains various educational values rooted in the culture of indigenous peoples. As a community-based natural resource management system, Lubuk Larangan combines social, cultural, and ecological aspects, which are very relevant to be used as material in citizenship education. Identification of the values contained in Lubuk Larangan includes:

#### **1. Mutual Cooperation and Social Solidarity**

Formed through mutual agreement and managed collectively, Lubuk Larangan is real evidence of joint ownership of natural resources (Ilyas & Permatasari, 2018). Supervision of Lubuk Larangan is also carried out jointly by all members of the community, demonstrating a strong commitment to maintaining the sustainability of the aquatic ecosystem.

The practice of mutual cooperation in managing the forbidden pool is in line with the values of unity as stated in the third principle of Pancasila (Bahar et al., 2023). In the context of social solidarity, the forbidden pool reflects the active involvement of the community in establishing and implementing customary rules. Theoretically, mutual cooperation can be studied through the lens of communitarian ethics, which places collective values above individualism (Etzioni, 1993).

#### **2. Ecological Awareness**

The forbidden pool is a real example of ecological citizenship, which emphasizes individual and collective moral responsibility for environmental preservation (Dobson, 2003). This practice reflects the high awareness of indigenous peoples regarding the importance of maintaining ecosystem balance for the sustainability of future generations (Ilyas & Permatasari, 2018).

#### **3. Compliance with Customary Norms**

Etymologically, the forbidden pool consists of the word "lubuk" which refers to a deep part of the river, and "larangan" which indicates the existence of rules or restrictions (Suryahartati et al., 2020). The forbidden pool refers to an area along the river that is specifically managed by the local community based on customary law. The forbidden pool management system, which is rooted in local wisdom, designates certain water areas as conservation areas. This management principle is based on customary law that binds all members

of the community, where the community is required to comply with the norms that have been mutually agreed upon.

The proverb "*dimano bumi dipijak, disitu langit dijunjung, dimano tembilang dicacak disitu tanaman tumbuh, dimano air disauk disitu ranting dipatah,*" accurately describes the spirit of local wisdom that underlies the management of the forbidden pool, namely the importance of adapting to and respecting local customs (Suryahartati et al., 2020). The boundaries and management of this area are regulated in detail in customary agreements (Wulandari et al., 2023), with strict prohibitions on activities that damage the ecosystem and fishing outside the specified period. The sanction mechanisms that accompany these rules not only function as a means of social control (Parsons, 1951), but also as an effort to maintain environmental sustainability.

#### 4. Social Justice and Sustainability

The distribution of the results of the Lubuk Larangan is based on the principle of social justice for all members of society. This is in accordance with the 5th principle of Pancasila, which emphasizes the importance of fair and equitable distribution. In addition, the sustainability of the Lubuk Larangan shows a balance between human needs and environmental sustainability (Lubis et al., 2021), supporting the concept of intergenerational equity (Rawls, 1999).

### **Relevance to Civic Education (PKn) Learning**

The local wisdom values in Lubuk Larangan have great potential to enrich Civics learning. In particular, these values support several important aspects in character education, contextualization of Pancasila principles, and strengthening the ecological citizenship dimension.

#### 1. Citizen Character Education

Values such as mutual cooperation, compliance with customary norms, and social justice can be used as a foundation in building students' character as ethical and responsible citizens. For example, mutual cooperation in Lubuk Larangan teaches students to work together in protecting the environment and solving community problems.

#### 2. Contextualization of Pancasila Principles

Lubuk Larangan provides real examples of the application of the Pancasila principles in everyday life. For example, the third principle is seen in the spirit of community unity in maintaining this tradition, while the fifth principle is reflected in the practice of fair distribution of results. By discussing this relevance, students can understand that the values of Pancasila are not abstract but can be realized in real life.

#### 3. Strengthening the Ecological Citizenship Dimension

In the modern era facing global challenges such as climate change, ecological citizenship education is becoming increasingly important. Lubuk Larangan can be used as a concrete model of how local communities maintain a balance between human interests and environmental sustainability. Through

project-based learning, students can be involved in activities that increase their awareness of environmental issues and ecological responsibility.

### **Integration Approach in Civic Education (PKn) Learning**

Integration of the values of Lubuk Larangan in Civics learning provides a meaningful learning experience that connects the material with real contexts, in line with constructivist theory which emphasizes the importance of direct experience-based learning (Dewey, 1997). Three main approaches that can be applied include:

#### 1. Contextual Approach

This approach links learning materials to students' real experiences, allowing for understanding of abstract concepts through the context of everyday life (Johnson, 2002). For example, students can analyze how Lubuk Larangan contributes to the social and economic well-being of the local community, thereby fostering social and environmental awareness.

#### 2. Project-Based Learning

Involving students in solving real problems, this approach develops critical thinking, collaboration, and self-management skills (Rineksiane, 2022). In the context of Lubuk Larangan, students can design a model for managing natural resources based on local conservation, including identifying problems to solutions based on customary values.

#### 3. Value-Based Learning

This approach helps students internalize moral and ethical values through analysis and practice (Halstead & Taylor, 2005). Class discussions can be directed at core values such as social justice, cooperation (Hamirul & Sunaryo, 2018), and environmental awareness (Hertati, 2021), which are relevant to building a sustainable society.

### **Contribution of Lubuk Larangan Local Wisdom to the Pancasila Student Profile**

The local wisdom of Lubuk Larangan contributes to the achievement of the dimensions of the Pancasila Student Profile, as formulated by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia. This contribution can be detailed as follows:

#### 1. Faith and Devotion to God Almighty

The religious dimension in Lubuk Larangan is reflected through sacred customary rules, such as the prohibition of fishing at certain times to maintain the balance of nature. This value strengthens students' spiritual dimension by integrating religious teachings and local culture, so that students understand the importance of maintaining the relationship between humans, the environment, and God as a spiritual mandate.

#### 2. Global Diversity

Learning Lubuk Larangan broadens students' horizons regarding the plurality of Indonesian culture, encourages appreciation for diversity, and

builds global awareness and tolerance (Sipuan et al., 2022). The values of cooperation, respect for customs, and environmental concern in this tradition teach the contribution of local culture to global issues such as environmental sustainability and social harmony.

### 3. Mutual Cooperation

The practice of mutual cooperation in Lubuk Larangan shows the importance of community collaboration in managing natural resources. This value can be adapted into project-based learning, where students are involved in simulations or environmental campaigns based on local wisdom. Through these activities, students learn social skills such as communication, shared decision-making, and empathy (Dewey, 1997).

## CONCLUSION

Integration of local wisdom values of Lubuk Larangan in Civic Education (PKn) learning is important to strengthen character education, local relevance, and students' ecological awareness. Values such as mutual cooperation, ecological awareness, compliance with customary norms, and social justice are in line with the principles of Pancasila and can be a model for ecological citizenship-based learning. Contextual, project-based, and value-based approaches help students develop collective awareness, critical thinking, and collaborative skills. Thus, the integration of Lubuk Larangan not only enriches the PKn curriculum but also shapes students as ethical, environmentally conscious, and responsible citizens.

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