Implementation of Local Wisdom Values of the Niiskeun Pare Tradition in the Pulo Traditional Village Community Through Augmented Reality Media as a Source of Learning Social Studies

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A B S T R A C T

Social studies education is textual learning and based mainly on textbooks, so some materials applied by teachers are still abstract and difficult for students to understand, requiring visualization. An understanding of traditional values in the realm of local wisdom is very important for students' lives as they move into the wider society. This can be implemented through augmented reality media, namely ethnic and cultural diversity. The aim of this research is to analyze the implementation of local wisdom values through augmented reality media as a source of social studies learning. This research uses a qualitative descriptive approach to understand meaning and explore the subject being studied. Data collection techniques include observation, interviews, and documentation, using triangulation. Data analysis involves reduction, presentation, verification, and conclusion. The results show that implementing local wisdom values using augmented reality media is relevant as a social-studies learning resource, especially to foster understanding of values in local traditions related to complex social studies topics.

1. INTRODUCTION

Basically, Indonesia is a country that has a diversity of ethnic groups, cultures, abundant natural resources, high civilization heritage and so on. One form of culture that is reflected in local wisdom (local wisdom). The study of local wisdom in traditional societies in Indonesia is actually seen in its relationship with natural resources and human resources. In traditional (local) societies, humans and nature are one because both are creations of the Almighty. In fact, nature and humans believe that both have spirits. Basically, nature can be friendly if humans treat it wisely (Yulia and Suttrisno, 2024). Local wisdom in recent conditions has been widely discussed in the realization of social life.

The problems that occur in the current situation are acculturation and even the assimilation of global cultural influences through various information media, both positive and negative, entering and influencing society without being able to be inhibited which will have an impact on local cultural wisdom. If left unchecked, the value of local traditions will be eroded until they finally disappear from the face of the earth (Alif, 2024). The development of the industrial revolution 4.0 era as part of globalization, where the world of education demands that the education curriculum be in accordance with digital dynamics, the internet of things, Artificial Intelligence, and digital-based learning media (Salira et al., 2022).

The implementation of learning carried out by teachers so far has focused too much on the use of printed media as a source of learning, such as textbooks (Arif, 2024). This has an impact on the lack of interest in the learning process, then without the use of digital-based media in the learning materials applied by teachers, some are still abstract so that they are difficult for students to understand, so they need to be visualized. Based on its current realization, learning resources are available digitally through various learning media platforms, which play a role in providing visualization of explanations related to abstract learning material concepts to be explained more clearly to students. In addition, learning media plays a role in helping students absorb learning materials well.

The important role of education, one of which must be able to socialize the values contained in the tradition of local wisdom, through the integration of learning media, one of which is augmented reality media used to provide visualization of learning materials that need to be concretized. This is a demand from the development of technology that has penetrated the world of education, so that it is forced to be more advanced so as not to be left behind by other countries (Suprapto et al., 2021). However, it does not eliminate the local culture of the region itself which is the identity of the nation. Through the use of augmented reality media in learning activities with the content of local wisdom values of the *niiskeun pare* tradition as one of the local wisdoms in the Pulo Traditional Village. The learning process is integrated through augmented reality media , as an effort to provide learning about the values contained in the *niiskeun pare* tradition which can be accessed directly by students from the media with the surrounding environmental conditions with the help of technology.

Based on its current realization, learning resources have been available digitally through various learning media platforms, which play a role in providing visual

explanations related to abstract learning material concepts to be explained more realistically to students. In addition, learning media also plays a role in helping students absorb learning materials well (Yusup et al., 2023).

The ideal social studies learning in discussing the diversity of ethical traditions is that educators combine it with the conditions in the surrounding environment, through augmented reality learning media that plays a role so that students better understand how to maintain the diversity of values in a local wisdom tradition that will continue to develop and continue to be preserved. This is the center of implementing learning that should be conveyed by educators in discussing ethnic cultural diversity, such as what researchers will implement through augmented reality media, namely ethnic cultural diversity (*Niiskeun* Pare). Another urgency of using this augmented reality media is as a visualization that seems real, so that it can raise the visualization of the local wisdom of the *Niiskeun Pare* tradition. Augmented reality media is a means of interactive learning process, in explaining the meaning of the local wisdom values of the *Niiskeun Pare* tradition which is a diversity that should be maintained not only by adults but students must also be able to understand the values of the traditions in their own environment (Ganiev and Tashev, 2021).

In this study, the topic will be "*niiskeun pare*", the tradition of *niiskeun pare* is one of the traditions of the Pulo traditional village community as a form of gratitude for their harvest. The relationship between local wisdom in social studies learning is very close to social conditions, the environment, and local wisdom values that exist in an area. Local wisdom can come from the culture of the community in a particular locality. The potential of an area is the result of human thought or human work that contains values that become the characteristics of the area. Local wisdom traditions that exist in certain localities are customs or traditional ways left by ancestors and are still preserved by the local community (Harefa, 2024).

Local wisdom can be used as a source of learning, because local wisdom is a culture that needs to be maintained to maintain the characteristics of a region because schools as educational institutions play an important role in instilling multicultural values in students from an early age. Thus, social studies learning challenges students to have the ability to understand and use information in various formats originating from various sources and presented in digital form through supporting technology media. Therefore, local wisdom values through augmented reality media are used as a source of social studies learning, especially in today's developments that are very necessary (Alfianti et al., 2023; Munir et al., 2023).

2. METHOD

This research approach that will be used is a qualitative descriptive approach, this qualitative approach is a method to understand the meaning and explore something that will be studied. Qualitative research is more descriptive and does not emphasize numbers, the data collected is described so that it is easily understood by others. This qualitative research can be carried out in its entirety on a research object, and then from various aspects of the research will be described through relevant and clear words that can be accounted for. Qualitative research methods are used to investigate, find and describe the objects being studied.

The locations used as research objects are Pulo Traditional Village and SMPN 1 Garut to identify the relevance of the local wisdom values of the *niiskeun pare* tradition through augmented reality media as a source of social studies learning. Data collection techniques and research instruments use data triangulation with observation, interviews and documentation learning, data analysis techniques through data reduction, data presentation, data verification and conclusions. In analyzing the documentation data reviewed from relevant previous research and analyzed using publish or perish software and analyzed using VOSviewer, then to analyze the observation and interview data, it was analyzed using Nvivo Pro 12 analysis software to analyze the data generated from research activities.

3. RESULTS AND DISCUSSION

4.1 Demographic Data of the Respondents

Based on the results of the study conducted in Kampung Adat Pulo, Cangkuang Village, Leles District, Garut Regency and used as a learning resource to identify the level of relevance of the traditional values of *niiskeun pare* through augmented reality media which is used as a source of learning social studies. In the process of analyzing documentation study data from several literatures in this study regarding Augmented Reality (AR) media in social studies learning, it was carried out using publish or perish software to identify the novelty in this study. The results of data searches regarding previous research articles are shown in the **table 1**. below:

Table 1. Article Search Data on Publish of Perish

Quoting	Writer	Title	Source	Publisher	Year
17	MF Syahputra	Augmented Reality Social Stories for Autism Spectrum Disorders	Journal of Physics: Conference Series	IOP Publishing Ltd	2018
16	A. Permana	Development of electrical Books based on augmented reality technology	Journal of Physics: Conference Series	IOP Publishing Ltd	2019
10	CJ Lee	Improving the quality of life of the elderly during COVID-19 pandemic	International Journal of Environmental Research and Public Health	Multidisciplinary Digital Publishing Institute	2021
109	S Ramdiah, A Abidinsyah, M Royani, H Husamah	Biology Learning Model Based on Local Wisdom of South Kalimantan.	European Journal	European Journal	2022

Source: Publish or Perish Analysis Results, 2025

In analyzing the position and existence of Augmented Reality research media in learning, all articles obtained were then analyzed using VOSviewer software. The visualization results of this software can be seen in **Figure 1**. Basically, VOSviewer

positions the node variables in a two-dimensional space network, where the strength between nodes is related to the proximity of the distance between the nodes. The closer the relationship between the two nodes, the stronger the relationship between the nodes or the more research related to the two variables is carried out and vice versa.
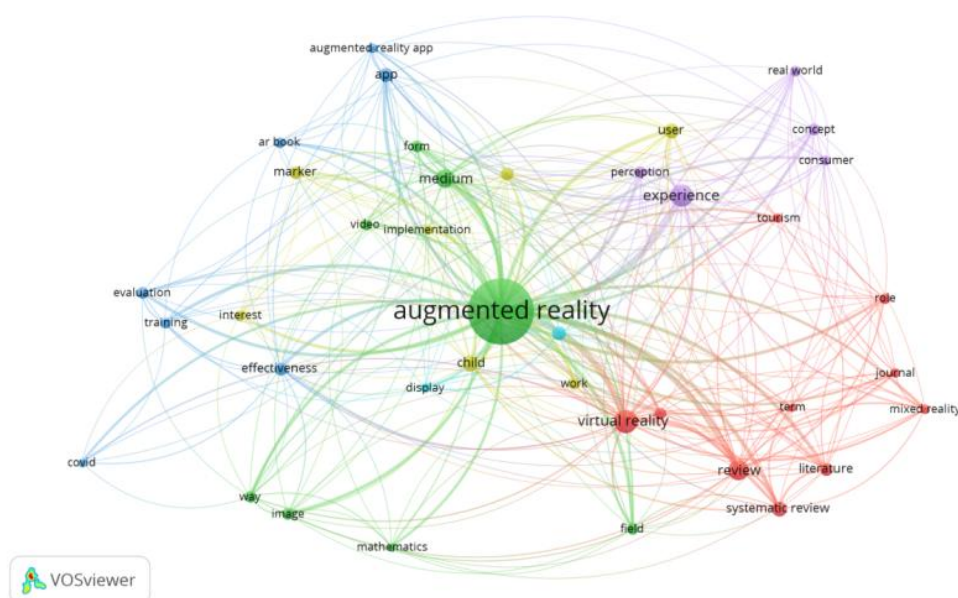
Source: VOSviewer

Figure 1. VOSviewer Local Value-based AR Media as a Social Studies Learning Resource

Based on the results of the analysis of local wisdom values through augmented reality media as a source of social studies learning centered on students, so that students are able to develop their abilities and understand concepts in social studies learning. In the application of local wisdom values based on augmented reality media as one of the media used as an innovation in social studies learning. The results of the analysis of local wisdom values through augmented reality media as a source of social studies learning centered on students, so that students are able to develop their abilities and understand concepts in social studies learning. In the application of local wisdom values based on augmented reality media as one of the media used as an innovation in social studies learning (Yuendita and Dina, 2024).

The results of observations and interviews that the benefits of augmented reality media in various fields are wrong except in the learning process. The use of augmented reality in learning is to convey material or information in the form of animated images, then in the learning process because it supports learning to be more interactive is wrong except for Social Studies Learning (Sudrajat, et al., 2024). The use of interesting and interactive augmented reality and will drive the interest of student involvement in learning. Student involvement in learning using augmented reality media is necessary in training students' high-level thinking skills such as problem solving, creativity and students' ability to collaborate. intangible cultural heritage found in Kampung Pulo, Cangkuang Village, Garut Regency. Not only one, Kampung Pulo has a variety of intangible cultural heritages that are still preserved and used in everyday life.

The cultural heritage found in Kampung Pulo is in the form of several traditions, values and norms, as well as prohibitions on doing several things that are considered taboo or taboo. The people of Kampung Pulo are very thick with tradition. They believe that tradition is a way of life that has been shown by their ancestors in facing everyday life. Tradition is also believed to be a tribute to the ancestors who spread religion and became the light of their lives.

Tradition implies a value, where that value as something useful and valid is very strong. One of the traditions that has value and is unique to the Pulo Traditional Village community is the "*niiskeun pare*" tradition, a cultural practice originating from the Sundanese community in West Java, Indonesia. The term "*niiskeun pare*" itself comes from Sundanese, where "niis" means to organize or tidy up, while "pare" is the main food crop in the area. This tradition is a series of ceremonies or rituals carried out by farmers after the rice harvest.

The purpose is to honor the gods or spirits who are believed to guard the harvest, as well as to express gratitude to nature for the sustenance it provides. Based on the implementation process of the *niiskeun pare* tradition in the Pulo traditional village which is carried out in each resident's house consisting of 6 houses. In line with the results of an interview with one of the residents in the Pulo traditional village (UY, 2025) "*the process of implementing the niiskeun pare tradition is carried out when the community has harvested and replanted rice, then those who have the intention of carrying out the niiskeun pare tradition also need to make offerings such as black coffee, coconut rujak, white and red marrow porridge, ketupat, dupi, lontong and nasi tumprng or yellow rice* ". Furthermore, the male community in the Pulo traditional village holds a joint prayer at the house of the resident who is holding the *niiskeun pare* tradition , then continues with eating together and sharing food with the local community and outsiders to take blessings from the harvest obtained by each community so that it is more abundant (Fatiah and Cahyanto, 2024).

This is in line with the statement of the community leader of the Pulo traditional village (UM, 2025) "*the local community believes that when they have carried out a tradition, one of which is the niiskeun pare tradition, the hearts of the local community feel calm, because if it has not been carried out, the local community feels uneasy and seems to have a debt to their ancestors*". This tradition has become a custom and even a local wisdom value that is inherent in the community. Based on the results of the interview, it can be identified that the niiskeun pare tradition in the Pulo traditional village community has the power of meaning of life along with the establishment of the Pulo traditional village which was pioneered by its ancestors (Fatiah and Cahyanto, 2024).

Based on the results of interviews conducted with community leaders in Pulo Traditional Village, it was stated that the educational values in the local wisdom of the Pulo Village community must be understood by teachers, especially in social studies subjects, because by understanding the values... wisdom local, Teacher own understanding deep to learning materials in the form of contextual learning, especially regarding heritage and traditions in Kampung Pulo which are relevant to social studies learning. In the analysis of local wisdom values in Kampung Pulo as a source of social studies learning, among others: 1) analyzing the teaching modules used at SMPN 1 Garut

based on local wisdom values in Kampung Pulo, 2) analyzing materials that are relevant to cultural values in Kampung Pulo, and 3) Relevance of teaching modules with CPL Local wisdom values in Kampung Pulo as a direct learning source. Students can learn directly how people with different beliefs can cooperate, live in harmony, and be tolerant with a high sense of kinship. Social studies education does not only emphasize cognitive aspects alone.

Based on the results of the research conducted, the role of local wisdom as all forms of beliefs, understanding, or insights as well as customs or ethics that guide human behavior in life in the community. The manifestation of local wisdom can be in the form of knowledge systems, social systems, and cultural systems, reflected in environmental management, customs that regulate social relations, and cultural artifacts such as land use, materials and architecture of houses, styles and patterns of clothing, furniture, and ceremonies that accompany the life cycle. Local wisdom is obtained from the understanding that in adapting to the surrounding environment, humans will obtain and try to develop this wisdom which is reflected in their ideas/ideas or knowledge, norms, cultural values, activities, and tools as a result of the abstraction of managing the environment (Mulyanie et al., 2023). Much knowledge about local environmental humans is used as the right guideline for developing activities/activities in their living environment (Asror et al., 2024).

One of the uses of technology in the world of education is by utilizing Augmented Reality (AR) technology (Darojat et al., 2022). By looking at the development of cognitive stages experienced by students, AR technology may be preferred in learning, especially in teaching abstract concepts. Augmented reality media has unique capabilities that can influence students' learning experiences (Mirza et al., 2025). Cultural transformation in social studies education does not mean indoctrinating the values contained therein, but rather examining logistically, critically, and analytically so that students are able to solve the problems they face in real terms (Dickmann et al., 2024).

According to (Aysi and Noviani, 2023) it is stated that learning and teaching Social Sciences can be empowered if the learning process is meaningful. Social Studies is basically "a science that studies humans in all aspects of their lives, their characteristics, their behavior, both individually and collectively, in small and large scopes, and interactions in their living environment" (Rahman et al., 2022). The important role of augmented reality media as a technology that has been used in various fields including education. Augmented reality has great potential in education, more specifically in learning. Using this technology with relevant tools, students can learn and even build content with what they learn or understand about a subject (Al Ghozali et al., 2014).

The use of AR in learning will help teachers to build interactions with students, because the media used by teachers is a new experience received by students (Mokmin and Rassy, 2024). A challenging, fun classroom atmosphere, and the freedom of students to do activities and interact with teachers and other students. Interactions in learning that are created well will help form students' creative thinking skills. Social studies education has a role in developing students' potential to be sensitive to social problems that occur in their environment, good efforts in responding to inequality, and being able to provide solutions to problems in the social order (Dwiputra et al., 2024). In social studies learning, it emphasizes students' skills to instill social values and guide

students to become active and creative citizens (Mulyana et al., 2023). In addition, in social studies learning using Augmented Reality-based learning media, as an effort to increase students' learning motivation in learning (Jumriani et al., 2021).

Thus, through Augmented Reality learning media, it can provide concrete actualization and visualize the concept of abstract materials in social studies subjects. So that through this media, it can provide students with an understanding of the material being studied, then provide motivation for students to learn interactively. This can also foster students' creativity in fostering imagination towards the content of the material being studied (Rahmasari and Kuswanto, 2023).

4. CONCLUSION

Based on the results of the study, it can be concluded that the content of values in a form of culture is abstract and often vague and hidden, therefore the values in the tradition must be known for their meaning and existence, one of which is in the values of the *niiskeun pare* tradition in the Pulo traditional village community. These cultural values are then believed to be the most effective way to manage nature. Local wisdom is the ability to selectively absorb foreign things that come, meaning that it is adjusted to the local atmosphere and conditions. This ability is very relevant to the objectives of social studies learning, especially because students can choose and sort out which culture is in accordance with their cultural characteristics. Choosing interesting media will make students enthusiastic in following the right and appropriate learning, can facilitate students' understanding of the learning delivered by educators, this can be seen from the results of the calculation data analysis that the Powtoon learning media is effective in improving student learning outcomes in social studies subjects. The use of interesting learning media is expected to be applied in schools with supporting facilities. Therefore, augmented reality media needs to be implemented as an effort to train students' abilities to understand social studies learning materials.

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