YASIN
Jurnal Pendidikan dan Sosial Budaya

p-ISSN: 2808-2346
e-ISSN: 2808-1854

Terindeks: SINTA 5, Copernicus, Dimensions, Scilit, Lens, Crossref, Semantic, Garuda, Google, Base, etc.

https://doi.org/10.58578/yasin.v5i4.6375

CULTURAL WISDOM IN FASHION DESIGN LEARNING: BIBLIOMETRIC META-ANALYSIS OF EDUCATIONAL TRENDS

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Article Info:

Submitted:	Revised:	Accepted:	Published:
May 12, 2025	Jun 7, 2025	Jun 19, 2025	Jun 24, 2025

Abstract

The development of the fashion industry in the era of globalization demands adaptation to trends without abandoning cultural identity, making culture-based learning essential in fashion design education. This study aims to explore the integration of local cultural elements into the fashion design education curriculum and to assess its impact on learning through bibliometric analysis. The bibliometric method was conducted using Scopus data on publications related to fashion design and education, yielding 100 documents analyzed to identify publication trends, author and affiliation productivity, and the most cited articles. The findings reveal an annual publication growth rate of 14.9%, indicating rising interest in this topic. The analysis also identifies five of the most productive affiliations and authors, with major contributions from countries such as China, South Korea, and the United States. This study concludes that integrating local cultural values into fashion design education has considerable potential to be developed with the support of modern technology. The implications provide a foundation for developing a fashion design curriculum that is sustainable, adaptive, and culturally relevant amid the challenges of the global industry.

Keywords: Local Culture; Fashion Design; Education; Global Trends; Bibliometric Analysis

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INTRODUCTION

The fashion industry has increasingly been influenced by diverse local cultural aspects, particularly in the context of globalization (Winarni et al., 2021). The need to align fashion trends with cultural identities has heightened the relevance of culture-oriented learning, also referred to as cultural wisdom (Lyesmaya et al., 2020)(Fatonah et al., 2023). In fashion design education, the integration of local cultural elements is essential, not only to preserve identity but also to add value that distinguishes each design (Astuti & Ismadi, 2015)(Aningrum et al., 2024)(Aryati et al., 2024). Therefore, exploring how cultural wisdom can be adapted within curricula and teaching methods in fashion design has become a pressing need (Syaharani & Fathoni, 2023).

Cultural wisdom refers to a profound understanding of the values, traditions, and insights passed down within a specific community (Yuni Diantari, 2022)(Susanti et al., 2020). In the context of fashion design education, the integration of cultural wisdom aims to foster an appreciation for traditional aesthetics, which can uniquely influence the creative approaches of students (Sabila & Efi, 2023)(Gaut & Tapung, 2021)(Sibarani, 2018). However, challenges remain in incorporating these cultural elements into the learning process without compromising the development of technical skills and modern innovation, which are critical to meeting the demands of the current fashion industry (Yunia et al., 2019)(Suanda & Rusmayanthi, 2023).

One increasingly popular approach for evaluating trends and patterns in fashion design education is bibliometric analysis. This method enables researchers to systematically map the development of studies in this field, identify the most discussed topics, and measure the impact of integrating cultural wisdom into learning. Through this approach, various aspects of fashion design education can be thoroughly analyzed, including how local cultural influences are reflected in educational research.

Meta-analysis using bibliometric methods offers a comprehensive overview of research trends in fashion design education, particularly those focusing on cultural wisdom. Through this analysis, researchers can identify gaps in the literature and potential areas for further development that have not yet been explored. With the rise in academic publications in this field, bibliometrics provides an efficient tool for understanding the broader direction of research developments, ultimately supporting more relevant and contextual education.

The growing number of studies related to the application of local culture in fashion design education reflects an increasing awareness of the importance of this aspect (Suratno et al., 2017). The bibliometric meta-analysis of this educational trend will serve as a critical reference in designing teaching methods that preserve local cultural heritage while preparing students to compete in the global market. This study is expected to make a significant contribution in addressing the educational needs that align with industry developments, while respecting the existing cultural heritage.

Meanwhile, the process of integrating cultural wisdom into fashion design education is often not without challenges (Poernomo et al., 2019). There exists a dilemma between preserving authentic traditional aspects and meeting the demands of globalization, which tends to lead to standardized modernizations (Muliadi et al., 2024). This raises the need for innovative teaching approaches, where local culture can be positioned as the foundation of creative learning without sacrificing the technical skills required in the global industry (Suherman et al., 2022).

Bibliometric analysis can help to explore in-depth how educators and practitioners address these challenges within the fashion design curriculum. For instance, bibliometric studies can explore how different learning methods are applied across countries and cultures to support students'understanding of the importance of cultural wisdom in fashion design. This would include how various educational institutions incorporate cultural elements into courses, practical assignments, or design projects.

With a better understanding of trends and patterns in research related to cultural wisdom in fashion design education, educational institutions are expected to develop more adaptive learning programs (Anatan, 2021). Meta-analysis bibliometrics on these educational trends will serve as an essential reference in designing teaching methods that preserve local cultural wealth while preparing students to compete in the global market. This research is expected to make a significant contribution in answering the educational needs relevant to industry developments, while still honoring the existing cultural heritage.

METHODS

This research applies a bibliometric analysis method using the Scopus database as the primary data source. Scopus was chosen for its comprehensive features and broad data coverage. Several factors underpin this choice, including the completeness of the

information, international reputation, robust citation network, consistent data management standards, and its ability to provide in-depth and continuous analysis. The credibility and quality of Scopus make it a reliable reference source, ranking second after the Web of Science (WOS) in generating valid research findings.

On October 30, 2024, a search query was conducted to extract documents matching the following search criteria: (title ("FASHION DESIGN") and title-abs-key (lear* or education or teach*)). The main focus of this research is to filter documents relevant to fashion design in education. The aim of this bibliometric analysis is to delve deeper into the scientific literature related to fashion design education. This analysis seeks to provide a comprehensive overview of the direction and scope of research in this field, while also identifying under-explored areas or potential research gaps.

From the search results, 100 documents were found that met the established criteria. These documents were then further analyzed to identify various trends, key topics, and significant contributions related to fashion design education. Through this process, this study aims to uncover the latest developments and new insights regarding the integration of cultural wisdom into fashion design education. In this study, the Biblioshiny software was used for data visualization. This software is highly effective not only in processing descriptive data but also in performing conceptual analysis of the collected data. The use of Biblioshiny allows for dynamic and informative presentation of the analysis results, assisting in easier and more accurate data interpretation, and providing deeper insights into the main themes and issues in the related literature.

The purpose of this analysis is to explore the extent to which cultural wisdom is integrated into fashion design research and education. By utilizing data from Scopus and visualizations through Biblioshiny, this research identifies the relationship between local culture and learning methods in fashion design, as well as how this topic has evolved over time. The results of this analysis are expected to provide new insights for educators and researchers in designing curricula that combine cultural values with the technical skills required in the global fashion industry. Thus, this study not only enriches the understanding of research trends but also provides a solid foundation for developing fashion design education approaches that respect cultural wisdom.

RESULTS

Regarding the topic of Cultural Wisdom in Fashion Design Learning, a similar approach can be applied to understand how cultural and technological trends are integrated into fashion design education (Toharudin & Kurniawan, 2024). By conducting a bibliometric analysis of publications on cultural wisdom in fashion design learning, we can map the most productive authors, institutions, and countries, as well as the most frequently cited articles in this research. These findings will provide valuable insights for the development of culturally sensitive curricula while continuing to accommodate technological advancements in fashion design, thus helping to navigate future research directions that are both relevant and contextual.

Publication Trends

Researching areas with limited knowledge in fashion design through bibliometric analysis is a critical approach to identifying gaps and emerging trends. This process involves a comprehensive review of the literature to map the frequency, relationships, and developments of various research topics. In the context of fashion design education, topics that remain underexplored may include the effectiveness of learning methods in fashion design and the impact of new technologies on fashion design education. For cultural wisdom in fashion design education, a similar approach can be used to examine how local cultural values and technological trends in fashion design education have evolved or might still be underexplored in research (M Kaibana et al., 2024).

This bibliometric analysis utilizes databases such as Scopus to collect relevant publication data. The primary focus of the analysis includes the number of publications over time, citation analysis to measure influence, networks of authors and collaborations to understand the academic landscape, and keyword frequency analysis to identify emerging themes and gaps. In the context of cultural wisdom in fashion design, this analysis can reveal key themes such as the integration of cultural elements in design curricula, the use of technology to teach cultural values, or the exploration of culturally sensitive learning models. Thus, bibliometric analysis not only helps recognize trends but also uncovers research opportunities for cultural integration in fashion design education.

The results of this analysis provide significant benefits for researchers, educators, and practitioners. In the realm of fashion design education, similar findings could be used to enhance educational approaches that align modern innovation with local cultural wisdom.

This publication trend analysis, which includes identifying the most productive authors, affiliations, key sources, and most-cited articles, unveils the dynamics of research in each respective field. By employing this method, researchers can understand how the collective influence of authors, institutions, and research sources shapes the development of cultural themes in fashion design education.

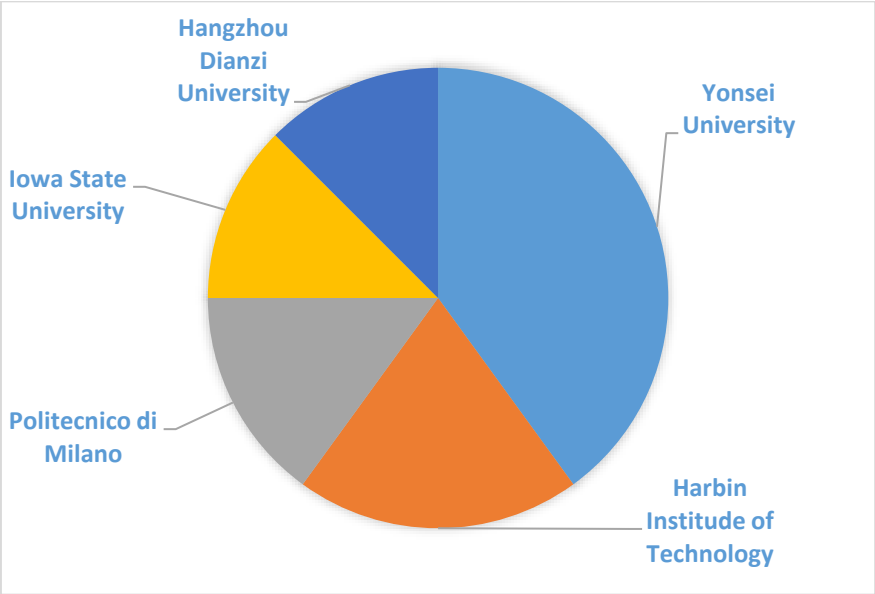


Figure 1. Top Five Most Productive Affiliations

This figure presents the top five institutions with the highest publication output in the field of fashion design education. Yonsei University ranks first with 16 publications, underscoring its significant role in this domain, particularly in South Korea. Following closely are the Harbin Institute of Technology with 8 publications, and Politecnico di Milano with 6 publications. Iowa State University and Hangzhou Dianzi University each produced 5 publications. The diversity of institutions from various countries indicates that fashion design education is a globally recognized field, with each institution contributing from different cultural and technological perspectives.

The substantial contributions of Yonsei University and Harbin Institute of Technology reflect an East Asian approach that combines cultural wisdom with modern technology in fashion design education. In these countries, fashion design education often integrates traditional cultural elements such as motifs, textures, and cultural symbols into curricula that are based on advanced technologies. This is relevant to the topic of Cultural Wisdom in Fashion Design Learning, as it demonstrates how these institutions may employ

a culturally grounded approach to teach innovative and contextually relevant fashion design skills to students.

Politecnico di Milano and Iowa State University, representing perspectives from Europe and the United States, tend to focus on the technological and innovative aspects of fashion design, yet they remain open to integrating both local and global cultural elements. Through bibliometric analysis, these trends highlight how cultural wisdom can be adapted across various institutions in unique ways. For instance, Politecnico di Milano might integrate Italy's rich cultural heritage in art and fashion into its curriculum, combining it with cutting-edge technological developments. On the other hand, Iowa State University may explore ways to integrate diverse cultural elements within the American context. Overall, the involvement of these institutions reinforces the significance of a global approach in fashion design education, while still respecting and leveraging the wisdom of local cultures.



Figure 2. Top Five Most Productive Sources

This figure shows the five most productive journal sources in research related to fashion design, with the International Journal of Fashion Design, Technology and Education ranking at the top, having published nine articles. This journal serves as a primary source for research in the field of fashion design education, highlighting its critical role in disseminating knowledge, technology, and educational innovations related to fashion design. The presence of nine articles from this journal reflects a consistent focus on the topic of fashion design in relation to education, which is relevant to the study of cultural wisdom as it allows for the integration of cultural values in teaching and the development of design skills.

In second place is the International Journal of Education with four articles, followed by the Journal of the Korean Society of Clothing and Textiles, International Journal of Art and Design Education, and Fashion and Textiles, each publishing three articles. These journals demonstrate a variety of research focuses, ranging from general educational approaches to those specific to textiles and apparel, indicating that fashion design education is studied from diverse disciplinary perspectives. These journals may cover aspects of cultural wisdom through research exploring ways to incorporate local cultures into textile design, educational curricula, and the technologies used in fashion design education.

The connection between the productivity of these journals and the topic of Cultural Wisdom in Fashion Design Learning becomes increasingly evident, as they function as platforms for disseminating research that explores cultural values and local wisdom in education. By accessing these productive journals, researchers and educators can gain valuable insights into best practices for integrating cultural elements into the fashion design curriculum while staying up-to-date with the latest teaching methodologies that enable in-depth cultural understanding for students. This allows fashion design education to evolve into a more inclusive and culturally diverse field, ultimately supporting the creation of designs that are not only innovative but also deeply rooted in culture.

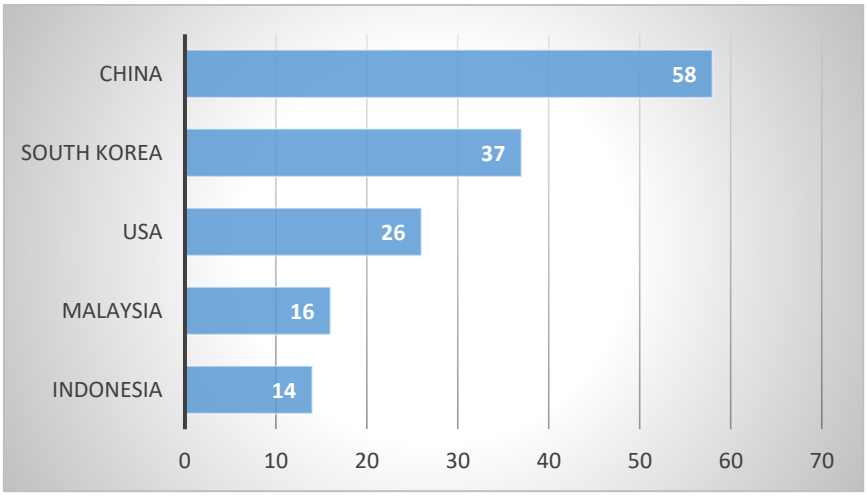


Figure 3. Top Five Most Productive Countries

This figure illustrates the top five most productive countries in academic publications related to fashion design, measured by the number of publications produced. China ranks at the top with 58 publications, followed by South Korea with 37, and the United States gives 26 publications. Malaysia and Indonesia also make it to the top five, with 16 and 14 publications, respectively. China's dominance in publication numbers indicates a strong

commitment to research in the field of fashion design, which may reflect efforts to develop the local fashion industry while integrating new technologies into fashion education.

Table 1. Top ten most cited article

Title	DOI
Toward AI fashion design: An Attribute-GAN model for clothing match	10.1016/j.neucom.2019.03.011
Intervention Research as Management Research in Practice: Learning from a Case in the Fashion Design Industry	10.1111/j.1467-8551.2012.00844.x
Digital 3D design as a tool for augmenting zero-waste fashion design practice	10.1080/17543266.2020.1737248
Case Study On 3d Printing Education In Fashion Design Coursework	10.1186/s40691-017-0111-3
Developing skills of fashion design by augmented reality technology in higher education	10.1080/10494820.2018.1558259
Organizational Learning Mechanisms and Creative Climate: Insights from an Italian Fashion Design Company	10.1111/caim.12161
Fashion Design Education and Sustainability: Towards an Equilibrium between Craftsmanship and Artistic and Business Skills?	10.3390/educsci11090531
An evaluation of garment fit to improve customer body fit of fashion design clothing	10.1007/s00170-022-08965-z
Integrating Circular Economy, Collaboration and Craft Practice in Fashion Design Education in Developing Countries: A Case from Turkey	10.1080/17569370.2020.1716547
The use of VR for collaborative exploration and enhancing creativity in fashion design education	10.1080/17543266.2020.1858350

This table presents the ten most-cited articles related to fashion design education, providing valuable insights into the research trends that are currently of significant interest in the field. The article titles indicate a strong focus on the use of advanced technologies, such as Artificial Intelligence (AI), Augmented Reality (AR), 3D Printing, and Virtual Reality (VR), in supporting and enhancing fashion design skills. These technologies offer new methods for developing creative skills that were previously difficult to achieve through traditional approaches. This is particularly relevant in the context of cultural wisdom, as it highlights efforts to create deeper and more interactive learning experiences that may incorporate local cultural elements through innovative technologies.

Overall, the table illustrates that the integration of technology in fashion design education is evolving, with much research focusing on combining technology to support creative innovation and sustainability. This is highly relevant to the topic of Cultural Wisdom in Fashion Design Learning, as it demonstrates the potential to merge local cultural values through technology in fashion design education. With bibliometric meta-analysis, such trends

can be identified and evaluated, ultimately assisting in the design of curricula that better meet global industry needs while honoring the rich cultural wisdom.

Trend Analysis

Research on trends provides important insights into dynamic changes within specific research fields. By studying and analyzing patterns in various publications over time, this type of analysis reveals developments in academic interests, research methods, and topical focuses within the field. Trend analysis becomes an essential tool for those involved in the research community. Co-occurrence analysis is a bibliometric technique aimed at identifying trends and patterns within specific literature. This method is based on the assumption that keywords or terms that frequently appear together in a single document have a stronger relationship than those occurring randomly. In trend analysis, co-occurrence analysis helps identify emerging topics, map the evolution of research themes over time, and project the future direction of research. This analysis can also serve as a reference for identifying research gaps to be explored in future studies.

In Figure 4, a network visualization resulting from co-occurrence analysis is shown. This method is used to map the structure and interconnections between terms in a corpus of text, such as research articles, policy documents, or educational materials. The visualization displays five clusters, with the main cluster being"fashion design."Co-occurrence analysis can aid in mapping the collaborative patterns of relevant terms in fashion design, particularly in integrating cultural wisdom into fashion design education. This allows research to better understand how cultural values are represented and interact within the evolving trends in fashion design education.

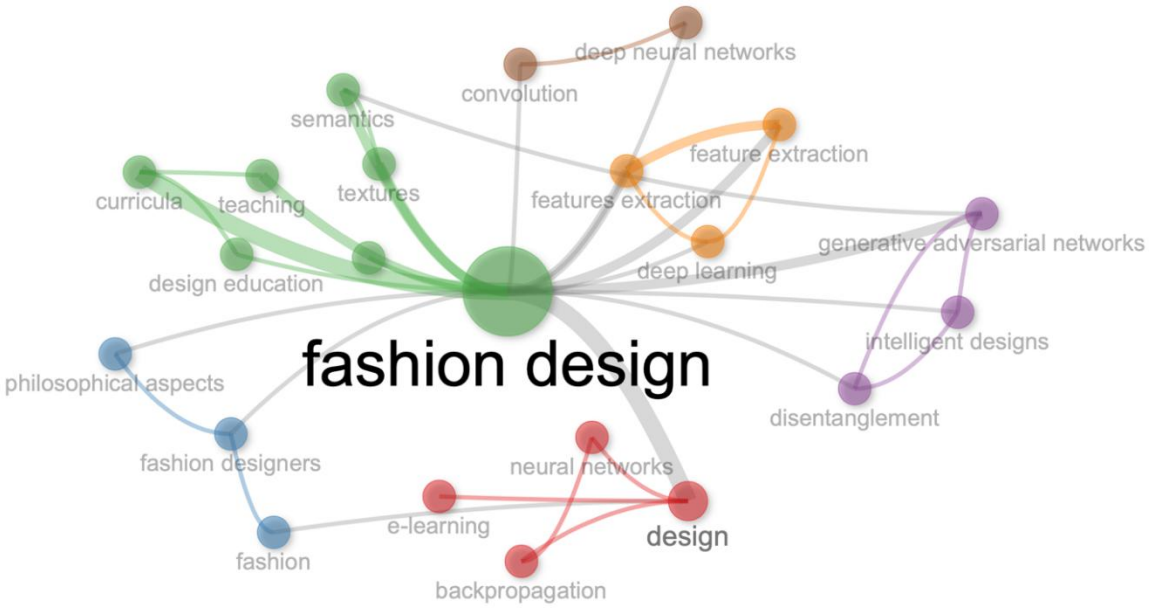


Figure 4. Co-occurrence Analysis

This figure displays a concept map or network map related to the theme "fashion design." The diagram connects the main topic, "fashion design," with various related topics through pathways of connection. The concept map shows several subthemes divided into color-coded clusters, each reflecting different perspectives or research fields within fashion design. Thus, this figure serves as a visual representation of the relationships among major topics relevant to fashion design education.

The green cluster, consisting of topics such as "design education," "curricula," "teaching," and "semantics," reflects the educational aspects related directly to fashion design learning. The focus on education is relevant to the incorporation of cultural wisdom in teaching design, as curriculum and teaching methods can serve as mediums to integrate local cultural values. By creating curricula that include cultural elements, fashion design students can better understand the context and cultural relevance in their work, helping them create designs that are more meaningful and authentic.

The red cluster, which includes topics like "neural networks," "design," "backpropagation," and "e-learning," highlights the role of technology in fashion design education. This cluster emphasizes the use of digital approaches and artificial intelligence in design learning, which is increasingly utilized to develop students'skills. While these technologies may seem distant from cultural contexts, there is great potential in leveraging technologies such as neural networks and e-learning to understand more complex cultural

elements. E-learning can be used to provide access to rich cultural resources, while neural networks can help analyze patterns and design elements inspired by culture.

The orange cluster, focusing on "feature extraction," "deep learning," and "convolution," also highlights advanced technological elements involved in fashion design education. Deep learning and feature extraction techniques can be used to analyze patterns in traditional art and design, enabling students to better understand and adapt cultural elements into their works. The integration of these technologies not only supports creativity in fashion design but also offers a more modern approach to integrating cultural aspects into design education.

The purple cluster, encompassing topics such as "generative adversarial networks," "intelligent designs," and "disentanglement," highlights the application of advanced technologies in fostering more innovative designs. These technologies can be used to develop fashion designs inspired by cultural elements, enabling the creation of more complex and adaptive designs. For instance, by utilizing generative networks, students can experiment with patterns and designs influenced by specific cultural elements, opening up possibilities to create fashion that respects tradition while meeting the demands of the modern fashion industry.

The blue cluster, consisting of "philosophical aspects," "fashion designers," and "fashion," emphasizes the philosophical perspectives and the role of fashion designers. These philosophical aspects are crucial within the context of cultural wisdom, as the philosophy behind designs is often inspired by traditional values and local culture. By understanding these philosophical elements, students can develop a deeper appreciation for cultural components, applying them more authentically and reflectively in their work.

Overall, this diagram reveals that fashion design education is a complex and multidimensional field, involving elements of technology, education, culture, and philosophy. Bibliometric analyses like this provide a broader understanding of how various topics relate to fashion design and how cultural elements can be integrated. By examining these research trends and patterns, educators can design curricula that combine local cultural wisdom with modern technology, preparing students to create innovative designs that remain rooted in their cultural heritage. This analysis is highly relevant as it shows how topics related to education, technology, and culture intersect within fashion design studies. The conceptual map aids in identifying established research areas and those requiring further exploration,

offering insights for researchers and educators in developing learning programs that address global challenges while honoring local cultural wisdom.

DISCUSSION

Through bibliometric analysis related to Cultural Wisdom in Fashion Design Learning, 100 publications were filtered from the Scopus database. These came from 100 different sources, including journals and books. The results indicate an average annual growth of 14.9% in the number of publications, reflecting increasing scholarly interest in fashion design education with cultural relevance. A total of 213 authors contributed to this topic, highlighting a growing international concern toward integrating local culture within fashion curricula.

Analysis of result

The bibliometric mapping showed that Yonsei University was the most productive institution (16 publications), followed by Harbin Institute of Technology, Politecnico di Milano, Iowa State University, and Hangzhou Dianzi University (Figure 1). These institutions contributed significantly to the discourse, showcasing varying regional approaches. For instance, Yonsei University integrates traditional Korean cultural elements with advanced technologies, reflecting a hybrid model of innovation and heritage. In contrast, Politecnico di Milano emphasizes Italian cultural aesthetics, combining them with European design thinking.

The top five journals (Figure 2), including the International Journal of Fashion Design, Technology and Education, emphasize technological and pedagogical intersections, a growing trend in fashion education. Similarly, the top ten most cited articles (Table 1) largely focus on AI, VR, AR, and sustainability. These technologies, while modern, are being used in ways that can amplify and preserve cultural heritage in fashion design.

The trend analysis further reveals five key clusters from the co-occurrence mapping (Figure 4): education, technology (AI, deep learning), creative design, philosophical aspects, and cultural integration. These clusters show that fashion design is not viewed in isolation but as a multidisciplinary field intersecting with technology, cultural theory, and pedagogy. The prominence of terms like "curricula," "semantic," and "philosophy" indicates a shift toward meaning-based, culturally rooted design education.

Comparison with Previous Literature

These findings are consistent with (Poernomo et al., 2019) and (Suherman et al., 2022) who emphasized that incorporating cultural wisdom enhances creativity and student identity. Moreover, studies like (Muliadi et al., 2024) and (Sabila & Efi, 2023) reinforce that integrating local values not only supports cultural preservation but also empowers learners through contextual relevance. Compared to earlier reviews, this analysis updates the field by highlighting how technological tools such as AI and VR are now being used to represent and reinterpret traditional cultural elements in education.

Implications of the findings

These results hold practical implications for curriculum developers, fashion educators, and policymakers. The integration of cultural wisdom through modern platforms like digital fashion design software or 3D modeling offers a dual benefit: innovation and preservation. Educators can design modules that combine local motif analysis with digital prototyping, enabling students to explore tradition using contemporary tools.

From a policy standpoint, institutions in emerging economies like Indonesia and Malaysia can leverage these insights to strengthen cultural resilience in their educational systems while remaining globally competitive. For students, this means cultivating a design identity that reflects their heritage, positioning them uniquely in the global fashion market.

Limitations of the Study

This study is limited by its reliance solely on the Scopus database, which may exclude relevant literature indexed elsewhere, such as Web of Science or Google Scholar. Additionally, the bibliometric method, while comprehensive in mapping trends and output, does not provide in-depth content analysis or qualitative insights into how cultural wisdom is interpretitative case studies or interviews with educators and students to enrich the findings.

Moreover, temporal analysis was not deeply explored to identify how the emphasis on cultural elements has evolved annually. A longitudinal study examining the change in keyword relevance or shifts in dominant themes could provide more nuanced insight into the trajectory of this research field.

CONCLUSION

This study provides a comprehensive overview of the integration of cultural wisdom in fashion design education through a bibliometric meta-analysis approach. The results revealed a steady increase in publications over the years, with a 14.9% annual growth rate, indicating a rising academic interest in this field. The analysis identified major contributing institutions, authors, journals, and countries, with key research themes involving the synergy between cultural values and technological advancements such as AI, VR, AR, and 3D printing. The co-occurrence mapping further highlighted five major clusters: education, technology, creative design, philosophy, and cultural integration, demonstrating the interdisciplinary nature of the discourse.

The findings contribute to scientific knowledge by mapping the development of literature surrounding culturally responsive fashion education. They also provide valuable insights for educators, curriculum developers, and policymakers in designing learning strategies that incorporate both traditional cultural heritage and modern innovation. This study underscores the importance of culturally grounded design education in fostering creative identity, enhancing innovation, and preparing students for the global fashion industry.

For future research, it is recommended to extend the analysis beyond the Scopus database to capture a broader range of perspectives. Additionally, qualitative approaches such as interviews, focus groups, and case studies should be employed to gain deeper insights into how cultural wisdom is applied in learning environments. Longitudinal studies are also needed to understand the evolution of cultural and technological integration in fashion design education over time.

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