

AN ANALYSIS OF TEACHERS' DIFFICULTIES IN INTEGRATING LOCAL WISDOM IN ENGLISH LANGUAGE TEACHING AT SMK NEGERI 3 LAHEWA

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Abstrak: This aims of the research to describe teacher difficulties in integrating local wisdom in English language teaching at SMK Negeri 3 Lahewa. Integrating local wisdom in English language teaching means incorporating local knowledge and culture into teaching process, materials and methods. This research uses a descriptive method with a qualitative approach to provide an accurate picture of conditions in the field. Data were collected through interviews with English teacher and non-participant observation in the classroom to support interview results as well as documentation to document research activities. Indicators of teacher difficulties are difficulties in planning learning, difficulties in implementing learning, difficulties in evaluating learning. The research results show that teachers face various difficulties in integrating local wisdom, including difficulties in planning learning, difficulties in implementing learning, difficulties in evaluating learning. The factors that influence difficulties are internal factors that come from within the teacher such as a lack of understanding, knowledge and external factors are external factors such as a lack of guidance and teaching materials and resources that can be accessed by the teacher. Teachers have a good perspective about integrating local wisdom in English language teaching, teachers consider integrating local wisdom to be important to increase the relevance and meaning of learning for students.

Keywords: English Teaching, Integrating Local Wisdom, Teacher Difficulties

INTRODUCTION

Education is a process that involves the passing on of knowledge, skills, values, and behavior from a more experienced generation to a more easily educated generation through various learning environments and methods. (Rahman et al 2022) states education is an effort intended to transfer cultural values from one generation to the next, with the aim of creating a structured learning environment so that students can actively develop their potential, including in the spiritual, religious and self-control aspects, personality, intelligence, noble morals, and skills that are useful for oneself and society. According to Sujana (2019), education is a continuous and never-ending process, so that it can produce a sustainable quality, which results in the renovation of the human figure for the future, and the eradication of the nation's cultural values. English is one of the subjects in education in Indonesia. For high school students, English is a mandatory subject taught in order to develop students' knowledge,

ability to communicate in English, and a positive attitude towards the language. According to Ratmaningsih (2019), the aim of teaching English in Indonesia is so that students can communicate with native speakers of the language.

According to (Manuhutu, N. at al 2023), In Indonesia, it includes elements local wisdom in learning is mandate of the national education system in the country. Local wisdom has the potential to be used in the educational development paradigm. Learning models, open materials, development curriculum, even evaluation, everything can be done used to maintain local wisdom itself. In addition, agenda regarding internalizing local wisdom in law Indonesia's national education system number 20 year 2003 article 36 concerning curriculum. It is claimed that education in Indonesia must be linked and emerged with local wisdom and teak the nation's self in the teaching and learning process in class. However, the reality on the ground is what happened is that teachers sometimes find it

difficult to Incorporating the concept of local wisdom their lessons.

Local wisdom-based education plays an important role in fostering positive and constructive character for students, schools, and the surrounding community. According to Rummar (2022), the goal of local wisdom-based education is to help students recognize the local superior potential of their residential area, as well as understand various aspects related to local wisdom. Local wisdom values can help students understand learning broadly and are not limited to the concept of knowledge alone, but can be applied in everyday life. Local wisdom-based learning is important for teachers to implement in learning because it can increase students' knowledge and understanding and can be used as a contextual learning medium that is close to students' lives. Local wisdom-based learning can also instill a love for Indonesian culture, instill positive character in accordance with the values of the nation's ancestors and equip students so that they do not commit deviant acts in the era of rapid globalization and are able to face all problems outside of school.

According to Halim in (Nuryana, 2021) foreign culture has indirectly harmed local culture. The entry of foreign culture has brought many changes and negative impacts on society, such as the dominant way of dressing, using tight and short clothes, speaking rudely, using slang, playing online games, and many more which have made people start to forget and abandon the values of local wisdom. that they have. For this reason, education as an effort to educate, teach and provide motivation is very necessary to be able to preserve existing local wisdom values. So education functions to apply local wisdom values. In the educational context, cultural, ethnic and linguistic diversity is an important asset that must be utilized optimally in the learning process. For this reason, in teaching and learning activities, it is very important to integrate local wisdom to support national education goals.

Therefore, it is important for English language education in Indonesia to include local wisdom as a way to encourage students to love local culture and wisdom which will have a positive impact on students and prevent them from losing their regional cultural identity. To ensure the preservation of local culture, efforts must be made by teachers to instill local culture or wisdom in students in collaboration with English language learning. Learning a foreign language requires integration of local culture. This is done to instill local values and reduce the bad influence of foreign culture, especially Western culture, brought by globalization. Sarinah (2019) states that local wisdom values can be integrated into learning.

According to Margana in (Muhamad 2020), students are also equipped with non-linguistic knowledge, one of which is socio-cultural knowledge which is integrated into English language learning. Local wisdom is customs that are unique to a place and reflect the social life there. Local wisdom values and practices are embedded in certain communities and are communicated continuously. (Irwan et al 2019) states, local wisdom refers to the values inherent in local communities and used by local residents to uphold their identity, fulfill basic needs, and achieve life goals. Some examples of local wisdom are regional songs, rituals, customs, and other regional elements. Drani (2022) states, in the context of education, local wisdom can be a credible and relevant learning source, and plays an important role in shaping the character and identity of students. This approach recognizes the customs and traditions that exist in local communities and incorporates them into the curriculum and teaching strategies. Especially in English language learning, local wisdom knowledge greatly improves the educational process. This includes inherited wisdom, cultural norms, beliefs and traditions that are embedded in a particular community and passed down from generation to generation. Incorporating local knowledge into English

language teaching helps students develop identity, character, and awareness of their cultural background in addition to making the material more meaningful to them.

According to (Torro et al., 2021) local wisdom-based learning is teaching that incorporates local values, customs, traditions and wisdom into the teaching process based on local knowledge. According to Rahma in (Wuryandani 2020), learning materials tend to relying on students' cognitive interests without trying to explore returning local cultural wisdom integrated into the learning system. To enable students to know and not forget their culture, teachers are needed who can internalize the values of local wisdom in daily learning so that students can preserve the existing culture. They have a much greater role in shaping students' cultural identities. In the context of English learning, teachers who deeply understand local wisdom have great potential to integrate it into teaching, thereby strengthening the connection between English as a global language and local wisdom as an integral part of students' cultural identity.

They not only deliver lesson material, but also guide students to explore and understand the concepts being taught. In the context of local wisdom, teachers can organize projects that involve research about local culture, the creation of works of art inspired by local traditions, or language games that introduce local terms. In this way, students not only gain knowledge of English, but also deepen their understanding of their own culture. According to Mawardi (2020), a teacher is someone who have the qualifications and competence as a learning agent, healthy physical and spiritual, and able to realize national education goals. It is hoped that it can integrate local wisdom in English language learning to creates a more meaningful learning experience for students, because they can see the connection between English as a global

language and local wisdom as an inseparable part of their cultural identity. Thus, the role of teachers in shaping students' cultural identity cannot be underestimated.

(Frumensius et al 2020), states that the cause of teacher difficulties in integrating local wisdom into learning is the rare, even non-existent training, or instructions on developing learning tools for teachers. By being a model, facilitator, teacher of course faces various difficulties in integrating local wisdom into English language teaching which needs to be thorough so that it can provide information regarding the obstacles and difficulties faced by the teacher. Based on this phenomenon, researchers are interested in exploring more deeply and conducting research with the title "An Analysis of Teachers Difficulties in Integrating Local Wisdom in English Language Teaching at SMK Negeri 3 Lahewa".

METHOD

The researcher used a descriptive method with a qualitative approach. This research provided a precise description and explanation regarding the conditions or symptoms encountered. According to Sugiyono (2020), the qualitative research method is the research method used to study the conditions of natural objects, where the researcher was a key instrument, data collection techniques were carried out sequentially using triangulation (combination), inductive data analysis was applied, and the qualitative research results emphasized meaning rather than generalization. According to Bogdan in (Sugiyono 2020), the qualitative descriptive research method involved collecting data in the form of words or pictures, with no emphasis on numbers. The data collected were then explained and described to make them easily understood by others. Kriyantono (2020), the researcher used qualitative descriptive as a strategy that systematically, factually, and

accurately described data by attempting to explore deeper meaning. This descriptive method was defined as a collection of data that described a situation and condition.

The researcher collected the data by interviewing an English teacher at SMK Negeri 3 Lahewa, observed the teacher activities in integrating local wisdom in English language teaching based on the interview results. The researcher also collected data through documentation as part of the research documentation.

RESULT AND DISCUSSION

1. Teachers Difficulties in Integrating Local Wisdom in English Language Teaching at SMK Negeri 3 Lahewa

Based on the research results obtained by researchers through observation interviews and documentation, it shows that there are difficulties for teachers in integrating local wisdom in English learning based on the indicators of teacher difficulties written by (Nuriya et al., 2022), namely difficulties in planning, implementing and evaluating learning. This is also supported by the opinion of (Sudirman et al., 2020), that teacher difficulties related to the planning, implementation in the classroom, and evaluation stages. So it can be explained as follows:

a. Difficulties in learning planning

The teacher's difficulties at this stage are related to learning preparation, namely lesson plans, media and learning materials. According to Fauzan 2024, learning planning is a series of activities that must be prepared by a teacher to carry out the learning process properly. The learning plan functions as a reference and benchmark for educators in carrying out the learning process to achieve the desired results. In the context of integrating local wisdom in English Language teaching, learning planning means integrating local wisdom in lesson plans, media, and English learning materials. Based on the results of the interview, the teacher admitted that he

had difficulty in designing and creating learning concepts that were integrated with local wisdom due to a lack of knowledge and understanding of this.

First, Difficulty in preparing lesson plan. Teachers feel that preparing a new lesson plan containing local wisdom content requires in-depth knowledge of local wisdom. From the results of the interview, it was found that teachers experienced several difficulties in creating a Lesson plan based on local wisdom. One of the main difficulties is aligning activities that contain local wisdom with the learning objectives. Teachers often find it easier to use existing lesson plans than to create their own, because it is difficult to ensure that the learning activities not only involve elements of local wisdom, but are also effective in teaching the necessary language skills. This statement also support by Farida Jaya 2019 that learning planning is the process of determining conditions and analyzing students' learning needs so that learning strategies and products are created both at the macro and micro levels.

This is also in accordance with the results of the researcher observation that the teacher didn't prepare the lesson plan and only used the existing lesson plan with the topic 'Narrative Text' without including local cultural elements. This observation result support the results of the interview that the teacher found it difficult to create a lesson plan to integrate local wisdom into English teaching. Teachers also face obstacles in finding appropriate materials for these activities considering that there are difficulties sources or references that teachers can use as a guide to compile the lesson plan. So to get information about local wisdom, coordination with community members who have special knowledge and expertise in local wisdom is needed. This can be a challenge, especially in terms of time and resource availability. All of these factors add to the complexity of creating a lesson plan local wisdom-based.

Second, the difficulty in creating or preparing media based on local wisdom,

media is a support for teacher activities to achieve learning goals so that messages can be conveyed properly. According to Schram's 2021, learning media is a message-carrying technology that can be utilized for learning purposes. From the results of the interview, it was found that teachers face various difficulties in creating learning media, especially when trying to integrate local wisdom into English language teaching. One of the main obstacles faced is the limited ability to produce learning media that are truly effective and of high quality. Teachers often only rely on Power Point as a medium, even in some cases, do not use learning media at all. This shows limitations in creativity and technological skills in creating media that support local wisdom-based learning. Another difficulty faced is related to the limited accessibility and documentation of local wisdom itself. Many elements of local wisdom didn't well documented, or if they have, the information may not be easily accessible to teachers. The lack of adequate resources makes it difficult for teachers to create learning media that are authentic and relevant to the local context.

Without proper documentation, teachers struggle to find the materials or references needed to develop media that can reflect and teach local wisdom effectively. In addition, there is a lack of support and clear guidance on how to integrate local wisdom into English language teaching. Existing guidance may not be specific or practical enough, so teachers are often left to innovate on their own without a clear direction. This adds to the challenge of creating learning media that suits students' needs while introducing and integrating local wisdom into the teaching and learning process. The combination of limitations in technological skills, lack of documentation and access to local resources, and minimal guidance make it difficult for teachers to create learning media that are not only interesting and effective but also aligned with the

objectives of teaching English based on local wisdom. This suggests that greater support, whether in the form of training, resources, or guidance, is needed to help teachers overcome these challenges.

The results of the observation also support the teacher's statement that in integrating local wisdom in the classroom, teachers do not use learning media related to local wisdom, researchers saw that teachers only used English textbooks for grade X (English SMK/MAK Revised Edition) so that the learning process was adjusted to the activities in the book.

Third, the difficulty in creating English learning materials. Learning materials are the content or core of the information to be conveyed to students in this case must contain local wisdom content. According to Alghifari's in (Juanda 2021), learning materials is information, tools, and texts needed by teachers for learning planning. Based on the interview answered, it was seen that teachers experienced various difficulties in preparing learning materials based on local wisdom. One of the main challenges is the limited resources available, which combine English language teaching with local cultural elements. Materials containing local wisdom often have to be created from scratch by teachers, which requires a deep understanding of English and local culture. This process is not only time-consuming and labor-intensive, but also requires special skills to align these two elements in the learning materials. Another challenge is adapting the materials to suit the various levels of language proficiency of students. Local wisdom often involves complex concepts or vocabulary, which can be difficult for students who are still at the beginning stage of learning English to understand.

Teachers are faced with the difficult task of simplifying or adapting these materials without reducing the essence of the local wisdom. This simplification process must be carried out carefully so that students can still understand the material while still gaining a deep understanding of local

wisdom. In addition, the large number of textbooks and online resources designed for a global audience, without taking into account the local cultural context, worsens the situation Laksana et al., 2021 states that learning should integrate local wisdom values with global insight. Available resources are often not relevant to students' cultural backgrounds, so teachers must rely on their own creativity and local knowledge to develop relevant materials. Poorly documented or difficult to access local wisdom adds to this challenge, making the process of finding and developing appropriate materials even more complicated. The lack of clear support and guidance on how to effectively integrate local wisdom into English language teaching is also a significant problem. Existing guidance may not be adequate, so teachers must find their own ways to align materials with learning objectives and student needs. With all these challenges, it is clear that teachers need more support, both in terms of resources, training, and guidance, to be able to develop learning materials that are not only relevant and effective but also rich in local wisdom values.

The results of the interview showed that it was didn't accordance with the results of observations in the field, where the teacher was able to prepare local wisdom material for use in teaching. The results of the researcher's observations showed that teachers prepare learning materials based on local wisdom, namely teachers using narrative texts entitled "The origin of Megeto lake" which is a story of the origin of Lake Megoto which is a local wisdom of Nias. However, from the results of teacher interviews, it was difficult to find sources for these materials. Accoding to Maxwell in (Hennink 2020), interviews tend to reveal subjective perceptions and what participants believe, while observations show actual actions taken. In the context of differences in results, these differences often arise because individuals do not realize that their actions in the field do not

match their perceptions, or give answers that are considered ideal during interviews.

b. Difficulties in implementing learning

Teachers' difficulties at this stage are related to motivation, class participation, and content delivery. Difficulties at this stage are the difficulties faced by teachers in implementing learning. According to Azhar's (2021), learning is an interaction that takes place between teachers and students which brings information and knowledge. So at this stage the teacher needs to integrate local wisdom and convey it to students, this is related to motivation, class participation, and content delivery (Nuriya et al 2022).

Based on the results of interviews with teachers at the stage of motivating students towards the integration local wisdom in English teaching, teachers do not face difficulties because according to him, these activities are meaningful for students and make students more motivated, also supported by the results of observations that teachers do carry out these activities, namely providing student motivation to participate in English learning based on local wisdom, the same thing with class participants based on the results of interviews that teachers have no difficulty in getting students to participate in these activities, teachers only need to choose methods and approaches that are fun for students such as roleplay, group discussions, this is support by opinion Mertins in (Juita br Ginting 2019) the effectiveness of learning as seen from the interactions created is justified that learning is more effective if interaction is carried out, one of which is through group activities or discussions. Such as the results of observations showing that the teacher does use roleplay techniques so that students are involved and participate well. However, the difficulties found in the content delivery section based on the interview results, the teacher stated that he had his own difficulties in delivering local wisdom

content in English language teaching, namely based on the interview results presented, there are several main conclusions that can be drawn regarding the teacher's difficulties in delivering content when integrating local wisdom into English language teaching.

First, in connecting Local Wisdom and English material, teachers have difficulty in connecting local wisdom with English material. For example, when teaching vocabulary about the environment, teachers want to include traditional agricultural practices or knowledge about local natural resources. However, linking these practices to the English vocabulary taught requires deep thought and creativity. This challenge also includes efforts to ensure that students understand the cultural significance of the local wisdom, and not just see it as a mere linguistic exercise.

Second, teachers face challenges in identifying the types of local wisdom that are suitable to be integrated into English learning. Some local wisdom may be too complex, too culturally specific, or difficult to connect with the language skills being taught.

Third, adapting local wisdom content for English learning is a big challenge. One of the main difficulties is ensuring that the content is accessible to students who may have limited English proficiency. Local wisdom often involves complex ideas, language, and cultural references, which are difficult to translate into simpler English. In addition, maintaining the authenticity and cultural integrity of local wisdom while still making it understandable to students is also a challenge in itself.

Fourth, teachers often lack models or resources that can be used as references in adapting local wisdom content for English language teaching. This forces teachers to develop their own materials and strategies, which can be time-consuming and require a high level of creativity and innovation.

Based on the results of the observation, it also supports the opinion and results of the interview that has been conveyed by the teacher that at the stage of motivating and involving student participation, the teacher carried it out well and got points (yes) from the observation, but in delivering the material, the teacher used a lot of time which showed that there were difficulties for the teacher in this regard along with the statement he conveyed during the interview activity with the following quote *"Time constraints are a major challenge in integrating local wisdom into English language teaching. It takes time because this is relatively uncommon or unfamiliar to students so they need to adapt first, they need to be trained and introduced to them."* Overall, these points show that delivering content that integrates local wisdom into English language learning is difficult for teachers.

c. Difficulties in Learning Evaluation

Teachers' difficulties at this stage are related to monitoring students, evaluating their attitudes, and evaluating their learning outcomes. According to (Magdalena's 2021) that the purpose of learning evaluation is to determine the effectiveness and efficiency of the learning system, both in terms of objectives, materials, methods, media and learning resources. Based on the results of interviews conducted by researchers, the difficulties experienced by teachers in evaluating learning that has been integrated with local wisdom are as follows.

First, monitoring students is one of the main challenges because teachers difficult in carrying out comprehensive monitoring of each student. This is due to the limited time available, as well as the lack of effective tools to monitor student progress in real time. Teachers must manage various aspects of learning in the classroom, including the delivery of materials and interactions with students, which makes it difficult to provide the individual attention needed for in-depth monitoring. Limited

resources, such as adequate technological aids or efficient reporting systems, also exacerbate these difficulties, so teachers may not be able to take notes student progress comprehensively and accurately. Along with the results of observations that the teacher did not use guidelines and did not take notes student activities as a form of student monitoring activities.

Second, evaluation of student attitudes, teachers face problems because student attitudes are often difficult to measure objectively. The lack of standardized and effective evaluation instruments to assess student attitudes in this context also affects the accuracy of the assessment. Attitude evaluation requires in-depth and systematic observation, but time constraints and lack of clear guidelines often hinder this process. Based on the results of observations supporting the interview statement that teachers do not use evaluation sheets as a guideline for evaluating student attitudes.

Evaluation of learning outcomes, teachers face difficulties in measuring the achievement of specific learning objectives and the relevance of local wisdom materials. Existing assessment methods may not be able to accurately reflect the learning outcomes expected from students, especially if local materials have their own approaches or uniqueness that are not easily measured with conventional evaluation instruments. The lack of clear and standardized evaluation guidelines for local materials is also a major obstacle, causing teachers to have difficulty in determining objective and consistent assessment criteria. Based on the results of observations supporting the interview statement that teachers do not use evaluation sheets as a guideline for evaluating student learning outcomes. Based on the explanation above, showed the teacher difficulty in integrating local wisdom in English language teaching at SMK Negeri 3 Lahewa.

2. Factors Influence Teachers Difficulties in Integrating Local

Wisdom in English Language Teaching

Based on the research results obtained from interviews with English teachers and also observations conducted by researchers to support the interview results, the factors that influence the difficulties in integrating local wisdom in English language teaching are divided into two, namely internal factors and external factors, according to Syah in (Yulianti 2023), internal factors are factors of difficulty that are influenced by the knowledge or understanding of teachers in this case are factors that come from the teacher himself while external factors are difficulties for teachers that are influenced by external factors. So the researcher describes it as follows:

a. Internal factors

Based on interviews with English teachers, researchers found that teacher difficulties were influenced by internal factors. According to (Prihatien et al 2023) who stated that internal factors can influence teacher difficulties. First, the limited knowledge of teachers is an internal factor that influences difficulties due to a lack of in-depth understanding of local wisdom that they want to integrate into English language teaching. Local wisdom includes the values, traditions, and cultural practices of local communities that may not be widely known by teachers. This lack of knowledge makes it difficult for teachers to design effective learning materials that combine local cultural elements with English language teaching. Without sufficient understanding of local wisdom, teachers cannot ensure that the materials taught truly reflect these cultural values in a way that students can understand. Teachers must find ways to simplify the materials without losing the essence of local wisdom, which requires creativity and special skills. The difficulty in adapting these materials is also caused by teachers' limited understanding of the best way to connect local cultural aspects with the language skills being taught.

Second, the limitations of teacher experience, according to (Rahmawati et al., 2021) teaching experience has a positive effect on teacher performance. Teachers often have to develop learning materials that incorporate local wisdom from scratch, which requires significant time and effort. Limitations in knowledge and experience on how to compile effective materials can affect teachers' ability to create relevant resources. These limitations also include difficulties in designing learning concepts, as well as adapting local wisdom materials to be applied in English learning. The limitations of teacher experience also affect the teacher's ability to evaluate learning which becomes more difficult for the teacher to implement due to the lack of experience and understanding to compile student evaluation points. Based on the explanation above, it can be concluded that internal factors influence teachers' difficulties in integrating local wisdom into English learning.

b. External factors

Based on the results of interviews with teachers and supported by observation results, it can be analyzed that external factors that influence teacher difficulties can come from outside due to the lack of available facilities and infrastructure or training support and implementation guidelines. According to Prihatien (2023) that external factors are things related to the lack of adequate facilities and infrastructure.

First, limited material resources, limited access to materials and sources of local wisdom affect teachers' difficulties in integrating local wisdom into English learning. Teachers admit that they must be able to develop their own materials which makes it more difficult for teachers. Local wisdom is often not well documented or difficult to access, making it difficult for teachers to find and use relevant resources.

Second, the lack of training on integrating local wisdom into English learning, the absence of adequate special training support, makes it difficult for

teachers to understand effective ways to integrate local wisdom into English teaching. Specific and relevant training is essential to help teachers overcome these challenges and provide them with the skills and knowledge needed to create effective and local wisdom-based learning.

Third, the lack of guidelines that can be used as examples by teachers as guidelines or bases for teachers to create learning tools such as lesson plans, media, learning evaluation tools. Without a specifically designed standard measurement tool, teachers may have difficulty in assessing local wisdom mastery objectively and consistently. The development of better assessment tools and adjustment of assessment criteria are essential to ensure fair and accurate reflection and assessment of the integration of local wisdom in learning.

So it can be concluded that the factors that influence teachers' difficulties in integrating local wisdom in English learning are internal factors and external factors. According to Anissabrina (2023) factors that indicate low application of local wisdom values are internal factors which include low knowledge of local culture, and external factors which include low support and access to reach local wisdom in the local area.

3. Teachers Perspective in Integrating Local Wisdom in English Language Teaching at SMK Negeri 3 Lahewa

From the results of interviews conducted by researchers with English teachers at SMK Negeri 3 Lahewa, it shows that teachers provide and has good views on the integrating local wisdom in English language teaching. Based on 23 interview questions that have been answered by the informant (English teachers), the researcher concluded that the teacher's views were good and described as follows. The teacher stated that integrating local wisdom into English language teaching is very important

because it makes the learning process more relevant and meaningful for students.

By connecting English with the local cultural context of students, learning becomes more contextual and can increase student motivation. Students will feel more involved because they can see a direct relationship between the language they are learning and their daily lives and their communities, this opinion is in line with Assidiq & Atmaja (2019) that education based on local wisdom is education that trains students to always be close to the reality situations they face. This gives them a sense of value in learning English which is not only a global communication tool, but also as a means to express and understand their local values and traditions.

According to the teacher, in addition to increasing student motivation and engagement, the integration of local wisdom also has other significant benefits. One of them is helping to preserve and promote the cultural heritage of local communities. According to Adhani, (2023) The theme of local wisdom is an important strategy in the digital era, where students are easily influenced by foreign cultures. helps shape their mindset and critical thinking, while appreciating historical events that occur. By learning their own culture in the context of language learning, students not only understand and appreciate their cultural heritage, but also develop a strong sense of pride and identity towards their culture.

This also enriches their understanding of cultural diversity in the world, providing a broader perspective on how local culture relates to global culture. According to Margana's in Juita (br Ginting 2019) the integrating of the two cultures in English language learning offers various advantages including fostering intercultural awareness, fostering a sense of sensitivity to cultural differences, fostering a sense of pride in local culture, fostering local wisdom, developing cultural understanding and

developing English learning based on real experiences.

Teachers hope that in the future, the integration of local wisdom in English language learning will be more systematic and structured. Teachers expect greater support from schools and the government in the form of adequate training, sufficient resources, and clear guidance on how to effectively integrate local wisdom into the English curriculum. With this approach, it is hoped that the integrating of local wisdom can be carried out better, providing maximum benefits for students and helping to preserve local culture while developing their English skills.

CONCLUSION AND RECOMMENDATION

Local wisdom is knowledge, values, and practices, experiences that develop in a particular area and function as an important part of cultural identity. Integrating of local wisdom in English language teaching means incorporating local knowledge and culture into teaching materials and methods. For example, using stories, traditions, and values from local culture as teaching materials in English. Integrating local wisdom in English learning is very important and is considered to be able to expand students' knowledge of their own culture. In integrating local wisdom in English learning, teachers face difficulties in planning learning, namely in preparing lesson plans and syllabuses, media and creating materials that integrate local wisdom due to lack of adequate knowledge and references. In implementing learning, teachers face difficulties in connecting local wisdom with English material, in evaluating learning, teachers face difficulties in limited tools, inadequate evaluation instruments, and lack of specific evaluation guidelines for local material causing challenges in assessing the effectiveness of learning.

Based on the explanation, the difficulties faced by teachers are influenced by two

factors, namely internal factors in the form of lack of teacher knowledge, and external factors caused by lack of facilities and infrastructure, namely lack of accessible material sources and lack of training for teachers that can be used as a guideline.

Based on the results of the research and research findings, there are several suggestions for future goodness related to the integration of local wisdom in English language learning, which can be explained as follows. For English teachers of SMK Negeri 3 Lahewa, it is important to find out and develop knowledge about existing local wisdom and improve the ability to integrate it in English language learning and to integrate local wisdom more often in English language learning to add experience that can later affect the increasing ability of teachers. For schools, to provide training support for teachers related to the integration of local wisdom in English language learning to improve teacher skills and understanding, and to complete facilities and infrastructure that can be accessed by teachers to obtain materials related to local wisdom. For subsequent researchers, it is hoped that they can conduct better research related to teacher difficulties in integrating local wisdom in English language learning, and use more informants or participants to provide broader knowledge.

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