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Research Trends in Module Development Based on Local Wisdom in Elementary Schools: Bibliometric Analysis of Selected Journals 2015-2025

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Abstract

This study analyzes the trend of local wisdom-based module development in elementary schools (SD) during 2015-2025 with a bibliometric approach. The research method uses bibliometric analysis. Using scientific databases such as Google Scholar, Crossref, and Open Alex and the Publish or Perish (PoP) application, 46 relevant documents were obtained from 2,136 papers. Bibliometric analysis with VOSviewer mapped topic relationships, theme clustering, and research trends. The focus of the study includes integrating local wisdom values in elementary school curriculum and learning, annual publications, topics, methodology, and the origin of local wisdom. The results show the dominance of the theme of local wisdom integration nationally, while the representation of specific regions is still minimal. Key findings include improved student understanding and learning outcomes, but numeracy, literacy, and creativity are less studied. This study found gaps in local wisdom-based digital innovation, contextual exploration, and module effectiveness evaluation. Future research is suggested to focus on technology integration, local wisdom variation, and a holistic approach in developing local wisdom-based learning modules.

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INTRODUCTION

Basic education, especially at the elementary school level, plays a vital role in shaping students' character and cognitive abilities. Students can build character and develop cognitive skills by integrating local wisdom-based learning (Sunaryati et al., 2024). According to Shufa (2018), local wisdom-based learning has an important role to be applied by teachers, because it can improve students' skills and knowledge. In addition, according to Kartikasari & Utomo (2020), learning using local wisdom-based textbooks can improve student learning outcomes.

According to Prasadi et al. (2020), the local wisdom-based learning approach serves as a means of fostering a sense of love for culture in their respective regions, forming positive characters that are in line with the noble values of local culture, and equipping students with the ability to face various challenges outside of school. Rahmatih et al. (2020) revealed that local wisdom contains values that can be applied in learning in elementary schools. Integrating local wisdom into learning at this level is a step to create a contextualized learning process while fostering a sense of love for the culture and noble values of their respective regions. To create this learning process, learning media that attract students' attention are needed (Hasna Nur Alifah et al., 2023).

According to Wardani et al. (2024), using learning media positively influences student learning development, including increasing understanding of the material, encouraging learning motivation, and increasing active participation in the learning process. One of the learning media that can be used in the learning process is modules (Manaf, 2022). Research conducted by Wahyuningtyas & Pratama (2018) shows that learning modules can be an alternative learning medium to support teaching and learning activities. Meanwhile, according to Nurhayati et al. (2022), the module supports the learning process that can increase the effectiveness of students. So it can be concluded that using learning modules is very important to support teaching and learning activities.

With the importance of modules as a support for teaching and learning activities, educators are required to be able to develop teaching materials innovatively (Haristah et al., 2019). This development can be done by adjusting the module to the environmental conditions of the local area (Suantara et al., 2023). According to Lufiah et al. (2022), the presence of local wisdom-based modules has advantages because it introduces and preserves regional local wisdom and helps educators link learning materials with the local environmental situation.

The development of learning modules has made significant progress in their use, but some aspects still do not fully support students in recognizing their local wisdom (Novianti et al., 2023). These obstacles can be a lack of teacher understanding of the development of local wisdom-based modules (Nara et al., 2024). According to Priyani (2021), making local wisdom-based modules for elementary school students requires teachers' ability to integrate cultural concepts with learning materials. In addition to using a predetermined guidebook, teachers should provide a supplementary module tailored to the characteristics of students in the local environment. In other words, the teaching materials are based on local wisdom without ignoring the applicable curriculum (Suantara et al., 2023). A bibliometric analysis was conducted to discover the research trends in local wisdom-based modules (Herawati et al., 2022). According to Kurdi (2021), bibliometric analysis helps researchers identify literature gaps, monitor research themes' development, and assess specific publications' influence. This method is generally used to examine the references of scientific articles cited in journals, map the scientific field of a journal, and group scientific articles based on specific research fields (Effendy et al., 2021). So, biometric analysis is important for observing research trends related to local wisdom-based modules in elementary schools.

This study analyzes the development trend of local wisdom-based learning modules in

elementary schools. The primary focus includes: 1) the development of learning modules that integrate local wisdom values; 2) the context of elementary school education as the level studied; 3) bibliometric analysis as a method for reviewing scientific publications; and 4) the 2015-2025 time period as the range of research trend analysis. The general objectives of this study include analyzing and mapping research trends in the development of local wisdom-based modules in elementary schools through a bibliometric approach. The specific objectives of this research, namely: 1) identifying patterns and growth of publications on local wisdom-based module development; 2) mapping dominant topics and themes; 3) identifying the most studied and developing research areas; 4) identifying research gaps; 5) finding areas that are still less explored for future research; and 6) presenting suggestions for the development of research and practice in the field of local wisdom-based module development. This study was designed to answer the following key questions:

1. How many publications per year were published on developing local wisdom-based modules in elementary schools during 2015-2025?
2. Who are the research subjects in developing local wisdom-based modules in elementary schools during 2015-2025?
3. What topics are studied in developing local wisdom-based modules in elementary schools during 2015-2025?
4. What research methodology was used to develop local wisdom-based modules in elementary schools during 2015-2025?
5. Where is the origin of the local wisdom used in developing local wisdom-based modules in elementary schools during 2015-2025?
6. What are the important findings in developing local wisdom-based modules in primary schools during 2015-2025?
7. How is the visualization of research trends using VOSViewer in developing local wisdom-based modules in elementary schools during 2015-2025?

The benefit of this research is that it will determine the trend and development of research related to local wisdom-based modules in elementary schools.

METHOD

This research uses bibliometric review guidelines by utilizing databases such as Google Scholar, Open Alex, and CrossRef, because these sources include journals considered relevant by the scientific community and have good rigor and periodicity. The research began with an online search using the Publish or Perish (PoP) application on March 19, 2025. The search was conducted by entering the keywords "local wisdom", "module development", and "elementary school" for the range of 2015 to 2025.

From the search results using the PoP application, 46 documents met the criteria from 2,136 documents generated in that period. However, not all the data obtained is needed for the research. After filtering, several articles were found irrelevant to the research theme, such as articles on applying local wisdom modules in high schools and universities. In addition, some articles were duplicates and could not be accessed. The collected data were stored in RIS format and further analyzed using Microsoft Excel and VOSviewer software. VOSviewer software was used to map research trends related to local wisdom modules in primary schools.

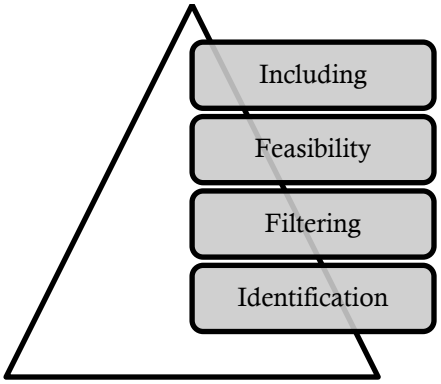

Figure 1: Steps of bibliometric analysis.

This study answers the research questions: the number of publications per year during 2015-2025, research subjects, topics studied, research methodology, regional origin of local wisdom, important findings, and visualization of research trends using VOSViewer. Overall, the procedure used in this research was adapted from previous studies and can be seen in Figure 2

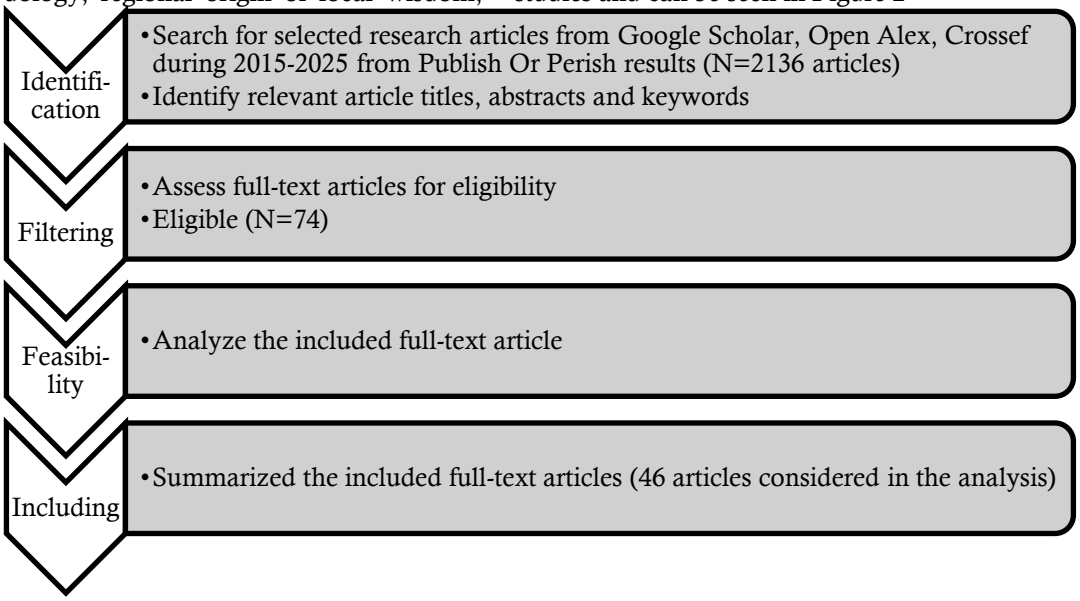

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Figure 2: Research Procedure (scheme adapted from

The selection of a period of 10 years as the scope of analysis is based on several considerations related to research decision-making. According to Lismaya et al. (2025), some reasons for using this period include that 10 years allows for richer data and findings relevant to the topic under study. This will increase the likelihood of identifying consistent patterns, evolving concepts, and gaps in the existing literature. In addition, cycles in academia generally last for five to ten years. Thus, analyzing over 10 years allows researchers to observe dynamics and changes over time. Using an even period, such as 10 years, also makes it easier to compare with other literature studies that use a similar timeframe, thus maintaining methodological consistency in scientific research.

RESULTS AND DISCUSSION

Based on bibliometric analysis, PoP search results can group articles based on the number of publications per year during 2015-2025, research subjects, topics studied, research methodology, local wisdom origin, important findings, and visualization of research trends using VOSViewer.

Berikut merupakan hasil analisis penelitian pengembangan modul berbasis kearifan lokal di sekolah dasar berdasarkan jumlah publikasi pertahun sepanjang tahun 2015-2025.

The following are the results of the research analysis on developing local wisdom-based modules in elementary schools based on the number of publications annually throughout 2015-2025. The number of publications per year during 2015-2025 can be seen in Figure 3.

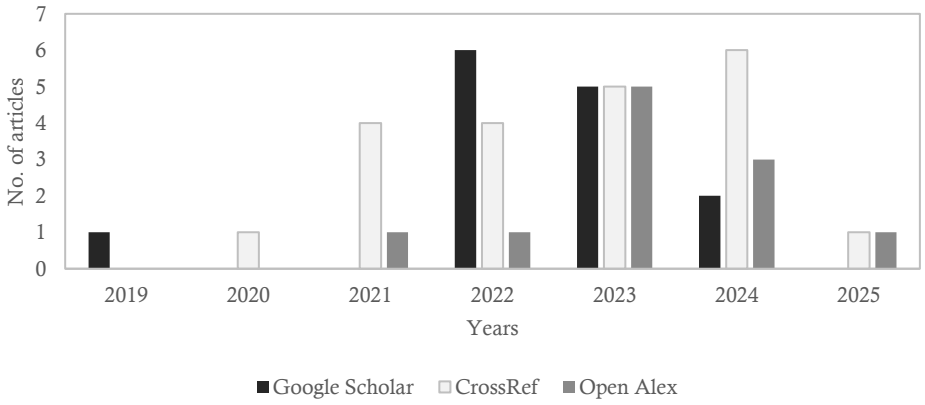

Figure 3: Number of publications per year during 2015-2025

Based on the data in Figure 3, the number of publications of local wisdom-based module development in elementary schools from 2019 to 2025 on three indexation bases, Google Scholar, CrossRef, and OpenAlex, can be quantitatively and qualitatively analyzed on publication trends within this period.

The graph shows fluctuations in the number of articles published each year, with an increasing trend in certain years, indicating an increasing attention to developing local wisdom-based modules in the primary school environment. Most publications were recorded in 2022 and 2023, especially on the Google Scholar and CrossRef platforms, indicating a surge in researcher attention to this topic. As the most inclusive publication aggregator, Google Scholar recorded the highest number of publications in 2022, while CrossRef peaked in 2024. OpenAlex

tends to register more stable numbers, although not as high as the other two platforms.

The years 2019 and 2020 show low publication numbers on all platforms, which can be assumed to be the initial phase of development or initial exploration of this topic in an academic context. This could also reflect low awareness or the absence of policies that encourage the integration of local wisdom in learning modules in primary schools. The increase that began to appear in 2021 indicates the start of more serious attention to this issue in terms of education policy and research interests.

The peak in publications in 2022 and 2023 may be related to implementing a curriculum that encourages utilizing local potential as a learning resource. In addition, the spike could be due to increased access to digital publication platforms and the push by higher education institutions to increase the scientific productivity of lecturers and teachers. Google Scholar recording the highest numbers indicates that much research related to this theme is published in national journals or conferences that CrossRef or OpenAlex may not have indexed, but still has significance in the local and national context.

In 2024, despite the decline of Google Scholar and OpenAlex, CrossRef recorded the highest number of publications. This could indicate that more research in that year was published in internationally reputable journals indexed by CrossRef. Meanwhile, the sharp decline in 2025 across all platforms suggests two possibilities: first, data limitations as the year has not yet fully started, and second, a decline in research activity on this theme due to policy factors or a shift in research focus.

From a scientific perspective, this publication pattern shows that the development of local wisdom-based modules is a relevant and growing theme over the last decade. However, it still faces challenges regarding continuity and dissemination of research results. Policies that encourage sustainable research and publications that are evenly distributed across various indexation platforms are needed so that these developments can have a broader impact on the world of education, especially at the primary school level.

In terms of research subjects, the subjects studied in the article manuscripts throughout 2015-2026 show that the research subjects used in the publication manuscripts of local wisdom-based module development in elementary schools in selected journals are grade levels in elementary schools, namely grade I to grade VI and the category of elementary school in general. The results of the distribution of research subjects can be seen in Table 1.

Table 1: Distribution of Research Subjects

Num	Grade	Source			Total
		Open Alex	Cross Ref	Google Scholar	
1	I				0
2	II		2		2
3	III		2		2
4	IV	7	3	6	16
5	V		4	3	7
6	VI	1			1
7	Elementary School	3	10	5	18

Table 1 shows the distribution of local wisdom-based module development research that varies by grade level in elementary schools, ranging from Grade I to Grade VI, and a general category that includes elementary school levels (category "SD").

The most extensive distribution was found in the "elementary school" category. This shows that most of the studies are generalist and not

limited to a particular grade level, but rather develop comprehensive, local wisdom-based learning modules that target all grade levels in primary schools. This suggests that many researchers are taking a broader thematic and integrative approach, aiming for the module's applicability to the primary school context.

Grade IV is the specific grade level with the highest number of publications. This suggests that Grade IV is the main focal point in developing local wisdom-based modules. This can be attributed to the curriculum in this grade, which usually introduces local socio-cultural concepts more explicitly, for example, in social studies, Indonesian language, or cultural arts subjects. The cognitive abilities of grade IV students who begin to develop to the concrete operational stage also support the integration of materials based on the surrounding environment and local values.

No publications are targeting Class I. The lack of research in Grades I and VI can be explained pedagogically. Class I is still in the early stages of literacy and numeracy development, so module development focuses more on basic reinforcement rather than local wisdom values requiring contextual understanding. In contrast, Grade VI focuses more on preparing for final exams or national assessments, so local topics tend to be sidelined in teaching practice.

The high publication rate for Grades IV and V can also be attributed to the flexibility of the thematic curriculum, which provides more space for the integration of local content. Researchers tend to choose grade levels that balance students' readiness to understand the material and curriculum space that allows for local content enrichment.

Overall, the data shows an imbalance in the distribution of research focus by grade, reflecting pedagogical tendencies and prevailing curriculum policies. In the future, it is important to encourage more equitable research at all grade levels so that local wisdom values can be internalized early and continue to be developed until the end of basic education.

In terms of the context studied, it shows several types of research papers contained in the manuscript of local wisdom-based module development articles in elementary schools from 2015 to 2025, including the context of mathematics, thematic, IPAS, social studies, and other subject contexts such as character learning and improving student learning outcomes. The analysis results based on the context studied can be seen in Figure 4.

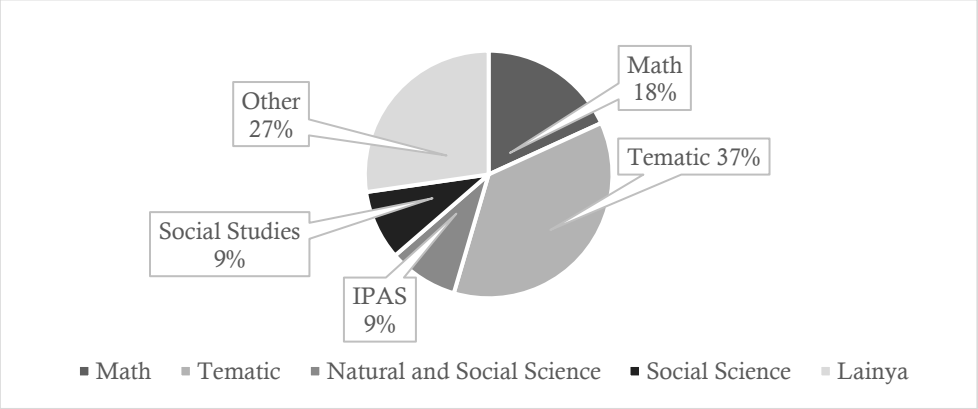

Figure 4: Context under review

Based on the data, Figure 4 represents the proportion of subject contexts reviewed in the publication of local wisdom-based module development in elementary schools from 2015 to 2025. Five subject categories are listed: Thematic, Mathematics, Natural and Social Sciences, Social Studies, and the "Others" category. Analysis of these proportions provides an overview of the focus and tendency of researchers in integrating local wisdom into the learning context.

The visualization results show that most publications are in the context of thematic learning. It can be interpreted that the thematic approach is considered the most relevant and flexible in incorporating elements of local wisdom into teaching and learning activities. The thematic approach in the primary school curriculum, which integrates various subjects into one learning theme, allows for a more natural and contextual enrichment of local values. Thus, thematic modules based on local wisdom become the primary strategy in building connections between students and their surrounding culture and environment.

The next category is "Others", which is character learning and improving student learning outcomes. This category includes learning areas not explicitly listed in the Figure, such as Indonesian Language, Pancasila Education, Cultural Arts, and Mathematics. A sizable proportion in this category indicates that local wisdom values are also explored in non-thematic contexts focusing on character building, cultural expression, and strengthening local identity. Modules in this category often emphasize project-based, cultural, or narrative approaches.

Mathematics occupies the third position. Although Mathematics is an abstract and logical field, some researchers have managed to relate it to the local context, for example, by introducing traditional building patterns, local number systems, or traditional units of measurement in learning geometry and measurement. This reflects a creative effort to align Mathematics content with local culture as a contextual approach.

Meanwhile, IPS and IPAS are still low in contributing to publications. This low proportion is somewhat surprising, given that IPS and IPAS subjects have a scope that is naturally related to society, environment, and culture. This could be due to researchers' preference for a broader thematic approach, or perhaps to the limitations of the curriculum, which is still general, so there are not many contextual modules explicitly developed for IPS and IPAS.

This distribution indicates that the development of local wisdom-based modules tends to focus on flexible and integrative learning contexts, emphasizing themes that can bridge academic content and students' local experiences. In the future, there is an excellent opportunity to expand module development to other subjects such as science, cultural arts, and the Indonesian language so that the local wisdom-based approach can be applied more widely and comprehensively throughout the primary school curriculum.

In terms of research methods, the methods used in the manuscripts of articles throughout 2015-2026 show that the research methods used in the manuscripts of publications on the development of local wisdom-based modules in elementary schools in selected journals are research (RnD) Research and Development, so this shows that the appropriate research method for us to use to develop local wisdom-based modules in elementary schools is (RnD) Research and Development. The Research and Development (R&D) method approach is very suitable for research on developing local wisdom-based modules in elementary schools because this approach is designed to produce practical, relevant, and effective products and can be implemented directly in the educational context.

In terms of the area of origin of local wisdom, it shows several types of research papers contained in the manuscript of local wisdom-based module development articles in elementary schools from 2015 to 2025, including local wisdom from Banten, East Java, Central Java, Nusa Tenggara, Sulawesi, Kalimantan, Sulawesi, Sumatra, and Indonesian Local Wisdom in general. The analysis results based on the contribution of the region of origin of local wisdom can be seen in Figure 5.

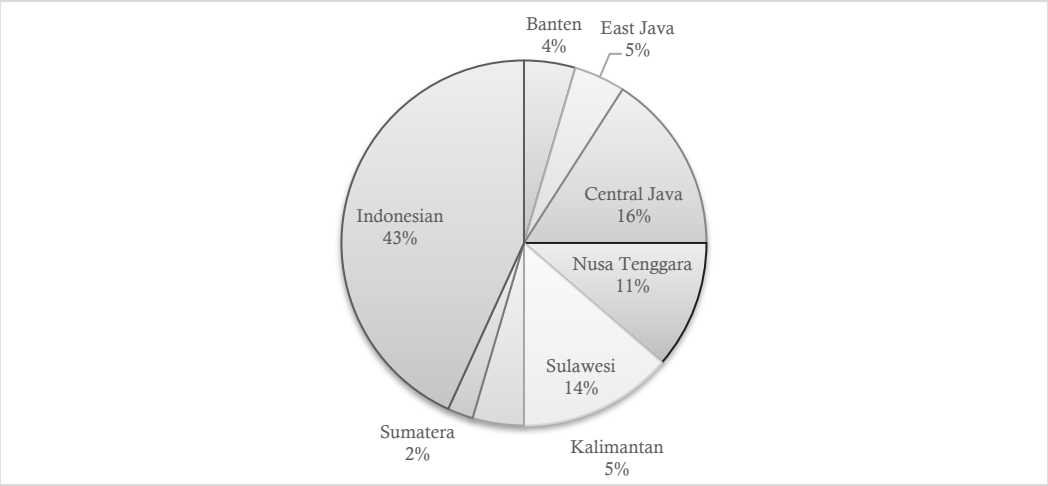

Figure 5: Regional Contribution of Local Wisdom Origins

Figure 5 shows the distribution of research articles related to developing local wisdom-based modules sourced from various regions in Indonesia. The data distribution shows the dominance of the "Indonesia" category. This indicates that most studies highlight local wisdom in general without referring to the characteristics of a particular region. On the other hand, specific regions such as Nusa Tenggara and Sulawesi show significant contributions with a higher number of articles compared to other regions, such as East Java, Banten, Sumatra, and Kalimantan, which have a relatively small number of articles.

This condition shows insufficient research on developing local wisdom-based modules in elementary schools. The significant focus on Indonesian local wisdom in general reflects that local wisdom is considered a general concept encompassing a wide range of cultural traditions, values, and local practices across the archipelago. However, the lack of articles on specific regions such as Banten and Kalimantan may indicate a research gap that could be explored further. These regions have a wealth of unique local wisdom, such as the Baduy tradition in Banten or the Dayak culture in Kalimantan, which can be used as the basis for developing learning modules.

In addition, the dominance of articles with a broad "Indonesian" focus can lead to a loss of specific context relevant to the needs of particular regions. In education, local wisdom should be applied contextually so that students can relate learning materials to their daily environment and culture. Therefore, the lack of research on some regions can be a challenge in creating local wisdom-based learning modules that are genuinely representative of students in various regions.

A research gap from this analysis is the lack of focus on developing local wisdom-based modules in regions with few articles. Further research can be directed at exploring local wisdom in regions such as Banten, Sumatra, and Kalimantan, by identifying unique cultural values that can be integrated into learning modules. In addition, a more specific approach is needed in module development, such as technology-based or thematic modules oriented to the local needs of students in these regions.

Apart from the regional perspective, another gap is the lack of cross-cultural research that compares the effectiveness of local wisdom-based modules in different regions. Cross-cultural studies are important to understand each local wisdom's uniqueness while identifying universal elements that can be widely adopted. This will support the development of relevant modules locally and positively impact the national level.

Although research on local wisdom-based modules in Indonesia is well developed, the uneven distribution suggests that more attention must be paid to specific regions. Further research should explore the richness of local wisdom in underrepresented regions, while considering the application of technology in such modules to

increase their appeal and learning effectiveness for students across Indonesia.

Future research can be directed to explore the unique local wealth of various regions to enrich educational content, preserve local culture, and create modules that are more relevant to the needs of students in each region.

Regarding important findings from the research in the manuscript of local wisdom-based module development articles in elementary schools from 2015 to 2025, including increased concept understanding, improved learning outcomes, learning motivation, literacy and numeracy, and student creativity. belajar, literasi dan numerasi serta kreativitas siswa. The analysis results based on important findings can be seen in Figure 6.

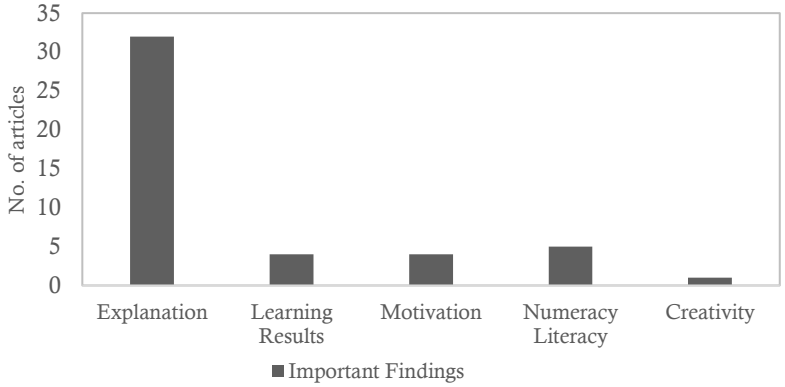

Figure 6: Distribution of key findings

Based on the data in Figure 6, the analysis of important findings in developing local wisdom-based modules in elementary schools shows that most studies focus on improving student understanding. The second prominent finding is learning outcomes, although the number is much lower than comprehension. However, other aspects such as motivation, numeracy literacy, and creativity were relatively less explored.

This imbalance shows that research is still heavily centered on cognitive aspects. In contrast, non-cognitive aspects such as motivation and creativity, which are also important in local wisdom-based learning, have not been prioritized. In addition, the lack of research on numeracy literacy suggests an opportunity to develop modules that support students' understanding and help improve their numeracy skills.

Therefore, future research needs to broaden the focus with a holistic approach covering various learning dimensions, including cognitive and non-cognitive aspects, and 21st-century skills, to create a more relevant and sound module for students.

Visualization of research trends using VOSViewer. Research trend mapping is a visual representation that displays science topics and aims to assist researchers in designing their research programs. This visualization can be made using software such as VOSviewer (Trenggono & Winarni, 2025). VOSviewer is a computer application designed to produce bibliometric maps (Hanifah et al., 2022). VOSviewer functions to build, display, and analyze maps that represent various types of networks, which describe the interrelationships in the citation of a publication (Iriyani et al., 2023). Bibliometric mapping using VOSviewer generally utilizes various database sources, such as Google Scholar, Crossref, Open Alex, Scopus, Web of Science, and Microsoft Academic Search (Sarah & Winoto, 2022). This research uses Open Alex,

Crossref, and Google Scholar as databases. Among the 2136 research papers generated by the search using PoP with the Open Alex, CrossRef, and Google Scholar databases, researchers can visualize research trends on the development of local wisdom-based modules in elementary schools with the help of VOSviewer software. Visualization with VOSviewer aims to help identify novelty in research (Bukar et al., 2023).

Figure 7 shows an overview of primary school local wisdom-based module development research. Researchers across Indonesia have produced four main clusters, which are shown in red, green, blue, and yellow. Let us examine the specific relationships between variables to capture the trends and novelty of research on local wisdom-based module development in primary schools. Some findings are shown in red, green, blue, and yellow.

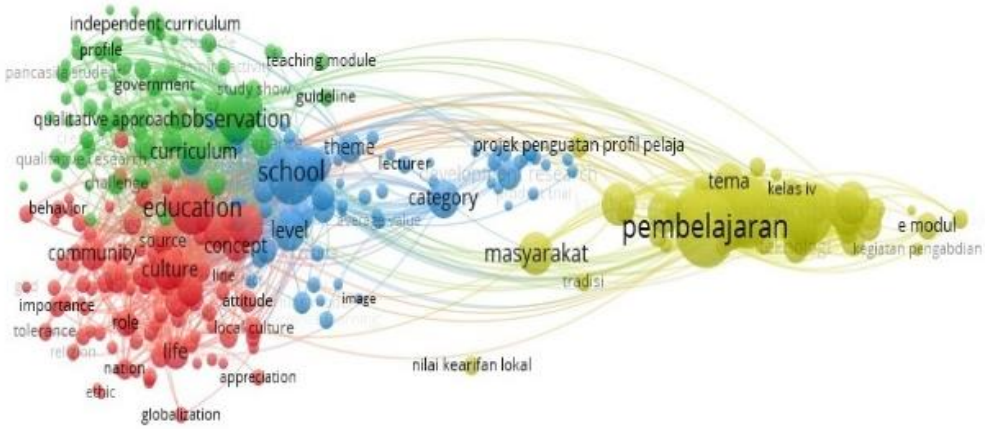

Figure 7: Overview of the study on local wisdom-based module development in primary schools during 2015-2025.

On Figure 7, the results of bibliometric analysis using VOSviewer regarding the development of local wisdom-based modules in elementary schools produce visualizations that illustrate the relationship between research topics based on color clusters. According to Setianingrum et al. (2023), each cluster represents an interrelated research theme, providing insight into the trends and primary focus in the development of this module.

The red cluster highlights the relationship between education, culture, community, and life keywords. Research in this cluster underlines the importance of integrating local cultural values into education. Concepts such as tolerance, nation, and globalization show attention to the formation of student character based on local moral and cultural values, amidst the challenges of globalization. Research in this cluster can serve as a philosophical foundation in designing modules relevant to society's needs, given that culture-based education plays an important role in shaping students' identity by their environment.

The green cluster focuses on practical elements such as curriculum, school, observation, and independent curriculum. This cluster highlights the importance of implementing local wisdom in the primary school curriculum. In addition, the observation method is one of the important aspects in developing modules that suit the needs of students and schools. Research in this cluster supports the implementation of an adaptive curriculum, such as the independent curriculum, which allows schools and teachers to develop modules contextualized and based on local potential. This module is expected to

positively impact the relevance and effectiveness of learning at the primary school level.

The blue cluster shows themes oriented towards engaging students through a project approach, with keywords such as project, strengthening student profile, and category. Research in this cluster aims to integrate local wisdom into activity-based learning, such as the Pancasila student profile strengthening project. This approach helps students understand local values and strengthens their holistic skills, including critical thinking, cooperation, and creativity. This cluster is relevant in module development, which aims to build students' character in line with national education goals.

The yellow cluster features keywords such as learning, themes, grade IV, e-modules, and local wisdom values. The primary focus of this cluster is on thematic and technology-based module development to support learning. E-modules based on local wisdom are an important innovation in facilitating students' access to contextualized learning materials. In addition, this research also shows the application of local wisdom in specific grade curricula, such as grade IV, where modules are designed to help students understand local values through relevant learning themes.

Overall, this visualization shows that the development of local wisdom-based modules includes cultural aspects, curriculum, technology, and active student engagement. The inter-cluster synergy reflects that this module development can positively impact student learning while preserving local values. Future research needs to focus on digital innovation, local wisdom variations, and modules' practical effectiveness to support holistic and contextual local wisdom-based learning.

CONCLUSION

This study concludes that developing local wisdom-based modules in primary schools has excellent potential to improve learning by integrating cultural values into the curriculum. However, research trends during 2015-2025 show that the primary focus is still limited to improving student understanding and learning outcomes, while aspects of digital innovation, improving numeracy literacy, student creativity, and contextual studies in various regions in Indonesia still receive less attention. Bibliometric visualizations reveal dominant clusters covering education, culture, learning, and technology, but with uneven geographical representation. Therefore, further research is needed that emphasizes the integration of digital technology based on local wisdom, contextual exploration in regions that are not yet widely represented, and evaluation of the effectiveness of modules in supporting holistic learning. This research contributes by mapping research trends and gaps to support the development of more innovative and relevant local wisdom-based education.

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