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Integration of Local Wisdom and Digital Literacy in Social Studies Learning as a Strategy to Strengthen Students' Civic Responsibility

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ABSTRACT

The rapid advancement of digital technology has transformed the ways students access information, communicate, and participate in social life. While these developments create new opportunities for learning and civic engagement, they also present challenges related to misinformation, unethical online behavior, declining social sensitivity, and weakening civic responsibility. In this context, Social Studies learning plays a strategic role in developing students' citizenship competencies. This study aims to analyze the integration of local wisdom and digital literacy in Social Studies learning as a strategy for strengthening students' civic responsibility. Employing a quantitative approach with an explanatory survey design, the study examined the relationships among local wisdom integration, digital literacy, and civic responsibility among junior high school students. The findings indicate that the integration of local wisdom and digital literacy contributes positively to the development of civic responsibility. Local wisdom provides cultural values that encourage social awareness, mutual cooperation, tolerance, and responsibility, while digital literacy equips students with the skills needed to access, evaluate, and utilize information ethically and responsibly. The combination of these dimensions creates meaningful learning experiences that enable students to connect local cultural values with contemporary social realities. The study concludes that integrating local wisdom and digital literacy within Social Studies learning can serve as an effective educational strategy for fostering civic awareness, responsible participation, and ethical behavior among students in the digital era. The findings offer practical implications for the development of contextual, culturally responsive, and digitally oriented citizenship education.

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INTRODUCTION

The rapid development of digital technology has significantly transformed various aspects of human life, including the educational sector. The widespread use of the internet, social media platforms, mobile technologies, and digital learning resources has altered the way students access information, communicate, and participate in social activities. These developments have created unprecedented opportunities for expanding learning experiences and fostering active citizenship. At the same time, however, the digital era has introduced new challenges associated with misinformation, disinformation, cyberbullying, hate speech, online intolerance, and declining social responsibility among young people. Students are increasingly exposed to vast amounts of information that require critical evaluation and ethical judgment. Consequently, educational institutions are expected not only to equip students with technological competencies but also to cultivate responsible attitudes and behaviors that enable them to function as constructive members of society. In this context, digital literacy has

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emerged as one of the most essential competencies for twenty-first-century learners because it encompasses the ability to access, evaluate, utilize, and communicate information responsibly through digital technologies (Pangrazio & Sefton-Green, 2021).

The growing importance of digital literacy extends beyond technical proficiency. Contemporary scholars argue that digital literacy is closely connected to digital citizenship and civic engagement because individuals must be able to participate responsibly in digital environments while respecting ethical principles, social norms, and democratic values (Gómez-Galán, 2018; Pangrazio & Sefton-Green, 2021). Digital literacy enables learners to distinguish credible information from misinformation, engage in respectful online communication, and contribute positively to digital communities. Easton (2023) further emphasizes that literacy, including digital literacy, plays a critical role in fostering citizenship because it provides individuals with the capacity to understand public issues, participate in social discourse, and make informed decisions. Similarly, Anastasya and Arpannudin (2025) demonstrate that digital literacy has become an increasingly important component of civic education in response to the challenges posed by technological transformation and digital communication networks.

Despite the recognized importance of digital literacy, concerns persist regarding the erosion of civic responsibility among students. Civic responsibility refers to the awareness, commitment, and willingness of individuals to fulfill their obligations as members of society through responsible behavior, participation in community life, respect for diversity, and concern for the public good. The emergence of digital culture has altered traditional forms of social interaction and civic participation, creating both opportunities and risks for citizenship development. While digital technologies facilitate access to information and participation in public discourse, they may also encourage individualism, superficial engagement, and reduced sensitivity toward local cultural values. Therefore, educational strategies are needed to ensure that students develop strong civic responsibility while adapting to the demands of the digital era.

Social Studies learning occupies a strategic position in addressing these challenges because it is designed to develop students' understanding of social life, citizenship, culture, and democratic participation. As an interdisciplinary field, Social Studies integrates concepts from history, geography, sociology, economics, and civic education to help students understand societal issues and develop responsible citizenship competencies. The objectives of Social Studies learning extend beyond cognitive achievement to include the development of civic knowledge, civic skills, and civic dispositions. Through meaningful learning experiences, students are expected to become active, responsible, and socially aware citizens capable of contributing positively to society. Tohri et al. (2022) argue that Social Studies learning must adapt to contemporary social changes while maintaining its role in transmitting social and cultural values. Likewise, Nur et al. (2024) emphasize that innovative Social Studies learning should integrate digital competencies and contextual learning approaches to prepare students for the challenges of modern society.

One promising approach to strengthening civic responsibility in Social Studies learning is the integration of local wisdom. Local wisdom refers to the values, norms, traditions, knowledge systems, and cultural practices that develop within a community over time and serve as guides for social behavior. These values often embody principles such as mutual cooperation, social solidarity, tolerance, environmental stewardship, responsibility, and collective decision-making. As societies become increasingly influenced by globalization and digitalization, local wisdom provides a cultural foundation that helps individuals maintain their identity and social cohesion. Sumardjoko and Musyiam (2018) argue that local wisdom contains essential civic values that can contribute significantly to citizenship education and character development. Through local wisdom, students can learn practical examples of responsible citizenship that are deeply rooted in their cultural environment.

The integration of local wisdom into educational practice has gained increasing attention in recent years. Research indicates that local wisdom-based learning can enhance students'

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cultural awareness, strengthen character development, and improve social responsibility. Fahmi et al. (2025) found that learning activities based on the values of the Baduy community contributed positively to civic engagement by fostering social awareness, respect for cultural diversity, and participation in communal activities. Similarly, Indriyani and Naidu (2025) demonstrate that culturally grounded participatory learning projects can strengthen students' civic values and encourage active involvement in social issues. These findings suggest that local wisdom serves not only as cultural heritage but also as an educational resource capable of promoting civic responsibility among students.

Within the context of Social Studies learning, local wisdom provides opportunities to make learning more contextual and meaningful. Students can connect abstract citizenship concepts with real-life experiences and community practices that reflect civic values. Astuti et al. (2026) show that the integration of local wisdom into Social Studies learning contributes to character development by fostering responsibility, cooperation, and respect for cultural diversity. Tohri et al. (2022) further argue that local wisdom-based Social Studies learning remains highly relevant in the digital era because it helps students balance technological advancement with cultural identity. Consequently, integrating local wisdom into classroom instruction can strengthen the relevance of Social Studies learning while supporting citizenship education objectives.

At the same time, digital literacy has become an indispensable component of contemporary education. Students must develop the ability to navigate digital environments critically, ethically, and responsibly. Digital literacy involves more than accessing information; it includes evaluating information quality, understanding media messages, communicating effectively, protecting personal data, and participating responsibly in digital communities. Pangrazio and Sefton-Green (2021) note that digital literacy and digital citizenship are closely intertwined because responsible digital participation requires both technical competencies and ethical awareness. Educational programs that promote digital literacy therefore contribute not only to academic achievement but also to civic development.

Several studies have explored the integration of digital technologies and local wisdom in educational settings. Dahlena et al. (2025) demonstrate that augmented reality learning media based on local wisdom can improve students' digital literacy skills while increasing engagement with cultural content. Damanhuri et al. (2025) similarly report that culturally responsive digital learning materials contribute to the development of digital citizenship competencies among students. Research on pedagogical innovation further suggests that integrating local wisdom into digitally supported learning environments can enhance students' critical thinking, cultural appreciation, and social responsibility. These findings indicate that local wisdom and digital literacy should not be viewed as competing educational priorities but rather as complementary dimensions capable of supporting holistic citizenship development.

Although previous studies have examined local wisdom, digital literacy, and citizenship education, most investigations have focused on these constructs separately. Research on local wisdom generally emphasizes character education, cultural preservation, or contextual learning, whereas studies on digital literacy often focus on technological competence and digital citizenship. Similarly, research in Social Studies education frequently examines innovative learning strategies without explicitly investigating how local wisdom and digital literacy interact to influence civic responsibility. As a result, there remains a limited understanding of how these dimensions can be integrated within a unified educational framework capable of addressing the challenges of contemporary citizenship education.

This gap in the literature highlights the need for empirical research examining the relationship between local wisdom integration, digital literacy, and civic responsibility within Social Studies learning. Understanding this relationship is important because students increasingly operate within both local cultural contexts and global digital environments. Educational approaches that fail to address either dimension may be insufficient for preparing students to become responsible citizens in the twenty-first century. Therefore, a learning

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model that combines local cultural values with digital competencies may provide a more comprehensive strategy for citizenship development.

The novelty of this study lies in its effort to integrate local wisdom and digital literacy within Social Studies learning as interconnected components of civic responsibility development. Unlike previous studies that focus primarily on either cultural values or digital competencies, this research examines how both dimensions interact to influence students' civic responsibility. Furthermore, the study positions Social Studies learning as a strategic context in which local wisdom and digital literacy can be integrated systematically to promote responsible citizenship. By developing a conceptual framework linking local wisdom integration, digital literacy, and civic responsibility, this study contributes to the growing body of literature on citizenship education and provides practical insights for educators seeking to design culturally responsive and digitally relevant learning experiences.

Based on the preceding discussion, this study seeks to analyze the integration of local wisdom and digital literacy in Social Studies learning and its contribution to strengthening students' civic responsibility. Specifically, the study aims to examine the implementation of local wisdom in Social Studies learning, investigate the application of digital literacy practices in classroom instruction, analyze the influence of both variables on civic responsibility, and formulate recommendations for developing learning models that support responsible citizenship in the digital era. Through these objectives, the study is expected to contribute both theoretically and practically to the advancement of Social Studies education, citizenship education, and character development in contemporary educational contexts.

RESEARCH METHODS

Research Design

This study employed a quantitative approach with an explanatory survey design to examine the relationship between the integration of local wisdom and digital literacy in Social Studies (IPS) learning and their contribution to strengthening students' civic responsibility. The quantitative approach was selected because it enables researchers to measure the magnitude of relationships among variables objectively and systematically through numerical data analysis. The explanatory design was considered appropriate because the study sought not only to describe the implementation of local wisdom integration and digital literacy in learning but also to explain their influence on students' civic responsibility. The study was conducted in junior high schools implementing the Merdeka Curriculum, where contextual learning and character development have become important educational priorities.

The conceptual framework of the study was based on the assumption that Social Studies learning serves as a strategic medium for developing citizenship competencies among students. Within this framework, local wisdom functions as a source of civic values, while digital literacy provides students with the competencies required to participate responsibly in contemporary digital society. Civic responsibility was positioned as the dependent variable because it reflects students' awareness, attitudes, and commitment to fulfilling their roles and obligations as citizens in both physical and digital environments.

The study involved three principal variables. The first independent variable was the integration of local wisdom in Social Studies learning, encompassing the incorporation of local cultural values, traditions, community practices, and indigenous knowledge into classroom activities. The second independent variable was digital literacy, which included students' abilities to access, evaluate, utilize, communicate, and create information through digital technologies in an ethical and responsible manner. The dependent variable was civic responsibility, which referred to students' willingness to participate constructively in society, respect diversity, obey social norms, demonstrate concern for public issues, and engage in responsible decision-making.

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Population and Sample

The population consisted of all eighth-grade students enrolled in junior high schools implementing the Merdeka Curriculum in the selected research area. Eighth-grade students were chosen because they had already experienced Social Studies learning under the curriculum and possessed sufficient cognitive and social maturity to respond to the research instruments. The sampling process employed proportionate stratified random sampling to ensure adequate representation of students from different schools and educational contexts.

The determination of sample size considered recommendations for multivariate statistical analysis, particularly multiple regression analysis. A sample ranging from 250 to 400 students was considered sufficient to achieve statistical reliability and representativeness. Students who met the inclusion criteria were selected randomly from each participating school according to the proportion of the student population. This sampling strategy minimized sampling bias while ensuring that the collected data accurately represented the characteristics of the target population.

Research Instruments

Data were collected using a structured questionnaire as the primary research instrument. The questionnaire employed a five-point Likert scale ranging from strongly disagree to strongly agree. The instrument was developed based on theoretical constructs derived from previous studies on local wisdom, digital literacy, citizenship education, and civic responsibility.

The local wisdom integration scale measured students' perceptions regarding the incorporation of local cultural values into Social Studies learning. The indicators included cultural relevance of learning materials, utilization of local examples and community experiences, appreciation of cultural diversity, and opportunities to learn from local traditions and practices.

The digital literacy scale assessed students' competencies in accessing, evaluating, managing, and communicating information through digital technologies. The indicators included information literacy, critical evaluation of digital content, ethical online behavior, digital communication skills, and responsible participation in digital environments.

The civic responsibility scale measured students' civic attitudes and behaviors. The indicators included social responsibility, community participation, concern for public issues, respect for diversity, compliance with social norms, willingness to contribute to society, and responsible decision-making in everyday life.

In addition to questionnaires, supporting instruments were employed to enrich the data collection process. Observation sheets were used to document classroom learning activities, while documentation studies were conducted to review learning materials, lesson plans, and school programs related to local wisdom and digital literacy. Semi-structured interviews with teachers were also conducted to obtain contextual information regarding the implementation of learning practices.

Instrument Validity and Reliability

Before the main data collection phase, the research instruments underwent validity and reliability testing. Content validity was established through expert judgment involving specialists in Social Studies education, educational technology, and citizenship education. The experts evaluated the relevance, clarity, and appropriateness of each questionnaire item concerning the research objectives and theoretical constructs.

Subsequently, a pilot study was conducted involving students who possessed characteristics similar to those of the research participants but were not included in the final sample. The pilot data were analyzed using Pearson Product-Moment correlation to assess item validity. Questionnaire items demonstrating correlation coefficients above the minimum acceptable threshold were retained, whereas items failing to meet the criteria were revised or removed.

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Reliability testing was conducted using Cronbach's Alpha coefficient. A coefficient value of 0.70 or higher was considered indicative of acceptable internal consistency. The reliability analysis ensured that the instrument could produce stable and consistent measurements across respondents. The validated and reliable instruments were then utilized in the main research phase.

Research Procedure

The research procedure was implemented through several interconnected stages designed to ensure the systematic achievement of the research objectives.

Stage 1: Preliminary Study and Literature Review

The first stage involved conducting an extensive review of relevant literature concerning local wisdom integration, digital literacy, Social Studies learning, civic education, and civic responsibility. This stage aimed to identify theoretical foundations, conceptual frameworks, empirical findings, and research gaps that justified the need for the study. Various scientific articles, books, and policy documents were analyzed to construct the research framework and formulate hypotheses. The literature review also guided the identification of variables, indicators, and measurement dimensions employed in the study.

Stage 2: Instrument Development and Expert Validation

Based on the theoretical framework established during the preliminary study, the researcher developed research instruments corresponding to the identified variables. Questionnaire items were designed to represent each construct comprehensively. The draft instruments were subsequently submitted to experts for evaluation. Feedback from experts was used to improve wording, eliminate ambiguity, and strengthen the alignment between indicators and theoretical concepts. This stage ensured the content validity and conceptual accuracy of the instruments before pilot testing.

Stage 3: Pilot Testing and Instrument Revision

After expert validation, a pilot study was conducted to assess the practicality and psychometric quality of the instruments. Students participating in the pilot test completed the questionnaire under conditions similar to those planned for the main study. The collected data were analyzed to evaluate item validity and reliability. Based on the analysis results, problematic items were revised or removed. This stage enhanced the overall quality of the instrument and reduced measurement errors during the main data collection process.

Stage 4: Main Data Collection

The fourth stage involved collecting data from the selected sample. Prior to administration, researchers obtained permission from relevant educational authorities and school administrators. Participants were informed about the purpose of the study, confidentiality procedures, and voluntary participation principles. The questionnaires were then distributed to students either directly or through digital platforms, depending on school conditions.

During the same period, classroom observations were conducted to document learning practices associated with local wisdom integration and digital literacy. Supporting documentation, including lesson plans, learning materials, and school programs, was collected and reviewed. Interviews with selected teachers provided additional information regarding instructional strategies, challenges, and best practices in implementing culturally responsive and digitally oriented Social Studies learning.

Stage 5: Data Processing and Analysis

Following data collection, all responses were coded and entered into statistical software for analysis. Data cleaning procedures were performed to identify incomplete responses,

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outliers, and potential entry errors. The cleaned dataset was then subjected to descriptive statistical analysis to summarize respondents' characteristics and describe the levels of local wisdom integration, digital literacy, and civic responsibility.

Inferential statistical analysis was subsequently conducted to test the research hypotheses. Prior to regression analysis, several prerequisite tests were performed, including normality, linearity, homoscedasticity, and multicollinearity assessments. These tests ensured compliance with the assumptions required for multiple regression analysis.

The primary analytical technique employed was multiple linear regression. This method was selected because it enables the simultaneous examination of the effects of multiple independent variables on a dependent variable. Through regression analysis, the study assessed the individual and combined contributions of local wisdom integration and digital literacy to students' civic responsibility.

Stage 6: Interpretation and Reporting of Findings

The final stage involved interpreting the statistical results in relation to the theoretical framework and previous research findings. The researcher analyzed the implications of the results for Social Studies education, citizenship education, and character development initiatives. Particular attention was given to understanding how local wisdom and digital literacy interact within learning processes to strengthen civic responsibility among students. The findings were then organized systematically into research reports and scientific articles, including discussions of educational implications, limitations of the study, and recommendations for future research.

Data Analysis Techniques

Data analysis consisted of descriptive and inferential procedures. Descriptive statistics included frequencies, percentages, means, and standard deviations to provide an overview of respondent characteristics and variable distributions. Inferential analysis employed multiple linear regression to test the influence of local wisdom integration and digital literacy on civic responsibility.

The regression model was formulated as follows:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \varepsilon$$

where Y represents civic responsibility, X_1 represents local wisdom integration, X_2 represents digital literacy, β_0 denotes the constant, β_1 and β_2 represent regression coefficients, and ε represents the error term.

The significance level for hypothesis testing was established at 0.05. Statistical findings were interpreted to determine whether local wisdom integration and digital literacy significantly contributed to strengthening students' civic responsibility within the context of Social Studies learning.

RESULTS AND DISCUSSION

The study involved 326 eighth-grade students from several junior high schools implementing the Merdeka Curriculum. The respondents were selected using proportionate stratified random sampling to ensure adequate representation across participating schools. Data were analyzed using descriptive statistics and multiple linear regression to examine the influence of local wisdom integration and digital literacy on students' civic responsibility in Social Studies learning.

Descriptive analysis was conducted to identify the overall condition of each research variable. The results indicate that students generally perceived the implementation of local wisdom integration and digital literacy in Social Studies learning positively. Similarly, students demonstrated a relatively high level of civic responsibility.

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Table 1. Descriptive Statistics of Research Variables

Variable	Mean	SD	Category
Local Wisdom Integration	4.12	0.53	High
Digital Literacy	4.06	0.58	High
Civic Responsibility	4.18	0.49	High

Table 1 shows that civic responsibility obtained the highest mean score (M = 4.18), followed by local wisdom integration (M = 4.12) and digital literacy (M = 4.06). These findings indicate that the participating schools have successfully incorporated local cultural values and digital learning practices into Social Studies instruction, thereby contributing to the development of students' civic attitudes.

A more detailed analysis revealed that students highly appreciated learning activities that connected social issues with local cultural traditions. Respondents reported that examples derived from community life made learning more meaningful and helped them understand social responsibilities within their immediate environment. Likewise, students demonstrated strong competencies in accessing digital information, communicating through online platforms, and evaluating information sources.

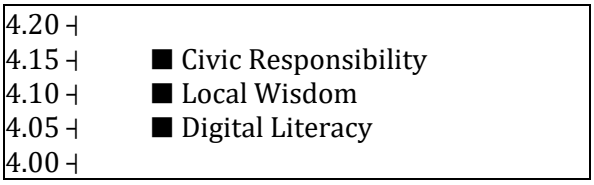

Figure 1. Mean Scores of Research Variables

The pattern illustrated in Figure 1 demonstrates that all variables achieved mean scores above four on a five-point scale, suggesting that students perceived the learning environment as supportive of both cultural awareness and digital competence.

Prior to regression analysis, prerequisite tests were conducted to ensure compliance with statistical assumptions. The normality test using the Kolmogorov-Smirnov procedure indicated that the data were normally distributed ($p > .05$). The linearity test confirmed linear relationships among variables, while multicollinearity analysis showed tolerance values above 0.10 and VIF values below 10. These results indicated that the dataset met the requirements for multiple regression analysis.

Multiple regression analysis was employed to determine the influence of local wisdom integration and digital literacy on civic responsibility.

Table 2. Results of Multiple Regression Analysis

Predictor	B	β	t	p
Constant	1.124	–	5.214	0.000
Local Wisdom Integration	0.384	0.401	7.215	0.000
Digital Literacy	0.297	0.336	6.108	0.000

$R = .731$
$R^2 = .534$
$F = 185.472$
$p = .000$

The regression results indicate that both independent variables significantly influenced civic responsibility. Local wisdom integration demonstrated the strongest contribution ($\beta = .401$, $p < .001$), followed by digital literacy ($\beta = .336$, $p < .001$). The coefficient of determination ($R^2 = .534$) suggests that 53.4% of the variance in civic responsibility can be explained collectively by local wisdom integration and digital literacy.

The regression equation is expressed as:

Civic Responsibility = 1.124 + 0.384(Local Wisdom Integration) + 0.297(Digital Literacy)

The positive coefficients indicate that improvements in local wisdom integration and digital literacy are associated with higher levels of civic responsibility among students. Based on the regression analysis, all proposed hypotheses were accepted.

Table 3. Hypothesis Testing Results

Hypothesis	Result
H1: Local wisdom integration positively affects civic responsibility	Accepted
H2: Digital literacy positively affects civic responsibility	Accepted
H3: Local wisdom integration and digital literacy simultaneously affect civic responsibility	Accepted
H4: The combined integration of local wisdom and digital literacy contributes significantly to civic responsibility	Accepted

The findings demonstrate that Social Studies learning can effectively foster civic responsibility when local cultural values and digital competencies are integrated into instructional practices.

The findings reveal that local wisdom integration significantly contributes to students' civic responsibility. This result supports the proposition that culturally responsive learning provides meaningful opportunities for students to internalize civic values through authentic experiences derived from their own communities.

The relatively high mean score for local wisdom integration indicates that students frequently encounter local cultural content during Social Studies learning. Examples include discussions of mutual cooperation traditions, community problem-solving mechanisms, local leadership practices, cultural festivals, and indigenous environmental management systems. Such learning experiences allow students to observe how civic values operate in real social contexts.

The significant effect of local wisdom integration is consistent with the argument that local wisdom contains moral principles that regulate relationships among individuals, communities, and the environment. Values such as cooperation, tolerance, social solidarity, responsibility, and collective decision-making are inherently connected to civic responsibility. Through repeated exposure to these values in learning activities, students develop stronger awareness of their roles as responsible members of society.

The findings align with previous studies emphasizing the role of local wisdom in citizenship education. Research has shown that culturally grounded learning strengthens character formation and civic engagement by connecting abstract civic concepts with students' everyday experiences. When students learn through familiar cultural contexts, they are more likely to understand and practice civic values in real-life situations.

An important implication of this finding is that local wisdom should not be viewed merely as supplementary content. Instead, it should serve as a foundational component of Social Studies instruction. By positioning local wisdom as a source of civic learning, schools can create educational experiences that are simultaneously culturally relevant and socially transformative.

The results further demonstrate that digital literacy exerts a significant positive influence on civic responsibility. This finding reflects the growing importance of digital competence in contemporary citizenship. As social participation increasingly occurs through digital platforms, students require skills that enable them to navigate information environments responsibly and ethically.

The high level of digital literacy observed among respondents indicates that students possess relatively strong abilities in accessing information, evaluating sources, communicating online, and utilizing digital tools for learning purposes. These competencies are essential for informed participation in democratic society.

Digital literacy contributes to civic responsibility by enabling students to critically assess information before making judgments or decisions. Students who possess stronger digital literacy skills are better equipped to identify misinformation, evaluate evidence, recognize

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bias, and engage in constructive online discussions. These capabilities reduce susceptibility to manipulation and encourage responsible civic participation.

The findings support contemporary perspectives that conceptualize digital literacy as an integral component of digital citizenship. Citizenship in the digital era extends beyond physical participation in community affairs and increasingly involves engagement in online public spaces. Consequently, civic responsibility requires not only knowledge of civic values but also the capacity to apply those values within digital environments.

The results are consistent with previous research suggesting that digital literacy promotes responsible online behavior, ethical communication, and informed participation in public discourse. Students who can critically interpret digital information are more likely to contribute positively to society and demonstrate responsible citizenship behaviors.

One of the most important findings of this study is the substantial combined influence of local wisdom integration and digital literacy on civic responsibility. Together, these variables explained more than half of the variation in civic responsibility among students. This finding suggests that civic responsibility is most effectively developed when cultural values and digital competencies are integrated rather than taught separately.

Traditionally, local wisdom and digital literacy have often been viewed as belonging to different educational domains. Local wisdom is commonly associated with cultural preservation and character education, whereas digital literacy is linked to technological competence and information management. The present findings indicate that these domains are complementary rather than contradictory.

Local wisdom provides the ethical foundation that guides responsible behavior, while digital literacy provides the practical competencies necessary for participation in modern society. Civic responsibility emerges when students are able to apply culturally grounded ethical values within digitally mediated environments.

For example, students who internalize local values of mutual respect and social harmony are more likely to demonstrate respectful communication online. Similarly, students who understand community-oriented values may be more inclined to use digital platforms for collaborative problem-solving and civic engagement. In this way, local wisdom functions as a moral compass, whereas digital literacy serves as a practical tool for civic action.

The findings suggest that effective Social Studies learning should not emphasize technological skills alone. Rather, digital competencies should be developed alongside cultural and ethical values to ensure that students become responsible citizens rather than merely proficient technology users.

The results provide important implications for the development of Social Studies learning in the digital era. First, educators should design learning experiences that connect local cultural contexts with contemporary social issues. Such an approach enables students to appreciate cultural heritage while developing the competencies required for active citizenship.

Second, digital literacy should be integrated across Social Studies learning activities rather than taught as a separate skill. Students should be encouraged to investigate local social issues using digital resources, evaluate information critically, and communicate solutions through digital platforms.

Third, schools should foster collaboration between educational institutions and local communities. Community participation can enrich learning experiences by providing authentic examples of local wisdom and civic practices. At the same time, digital technologies can expand opportunities for students to document, preserve, and disseminate local cultural knowledge.

Finally, curriculum developers should recognize the potential of integrating local wisdom and digital literacy as a comprehensive strategy for citizenship education. Such integration supports not only academic achievement but also the development of socially responsible, culturally grounded, and digitally competent citizens.

Overall, the findings confirm that the integration of local wisdom and digital literacy within Social Studies learning constitutes an effective strategy for strengthening students' civic responsibility. The study demonstrates that civic responsibility is not developed solely through

knowledge acquisition but through learning experiences that connect cultural identity, ethical values, critical thinking, and responsible participation in both physical and digital communities.

CONCLUSION

This study demonstrates that the integration of local wisdom and digital literacy in Social Studies learning constitutes an effective strategy for strengthening students' civic responsibility in the digital era. The findings indicate that local wisdom provides a strong cultural and moral foundation that guides students in understanding values such as mutual cooperation, social responsibility, tolerance, respect for diversity, and concern for the common good. At the same time, digital literacy equips students with the competencies required to access, evaluate, utilize, and communicate information responsibly within increasingly complex digital environments. When these two dimensions are integrated into Social Studies learning, students are able to connect local cultural values with contemporary social realities and develop responsible citizenship attitudes both in physical and digital spaces.

The study further reveals that the integration of local wisdom and digital literacy contributes positively to the development of civic responsibility. Students who experience learning activities that incorporate local cultural contexts and digital literacy practices demonstrate higher levels of civic awareness, social participation, ethical decision-making, and responsibility toward their communities. Social Studies learning becomes more meaningful because students are encouraged not only to understand citizenship concepts theoretically but also to apply them in real-life situations that reflect both local cultural values and the demands of the digital age. This integration also supports the development of critical thinking, cultural appreciation, and responsible digital behavior, which are essential competencies for twenty-first-century citizens.

The practical implication of this study is the need for educators to design Social Studies learning experiences that deliberately combine local wisdom with digital literacy competencies. Schools should provide learning resources, digital platforms, and community-based activities that enable students to explore local cultural heritage while developing responsible digital citizenship skills. Future research is recommended to investigate the long-term effects of this integrated approach across different educational levels and cultural contexts, as well as to explore innovative learning models that further strengthen civic responsibility in an increasingly digital and multicultural society.

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