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Integration of Local Wisdom-Based Gymnastics in English Literature Learning as an Effort to Enhance Students' Literacy and Health

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Abstract. *This study aims to examine the integration of local wisdom-based gymnastics in English Literature learning for Junior High School (SMP) students as an effort to increase student learning engagement and cultural literacy. English Literature learning is often considered less interesting due to the dominance of conventional methods that focus on text, so that learning innovations are needed that are more interactive, contextual, and in accordance with student characteristics. This study uses a descriptive qualitative approach with research subjects of grade VIII SMP students. Data collection techniques were carried out through observation, interviews, and documentation to obtain a comprehensive picture of the learning process and student responses. The results of the study indicate that the integration of traditional gymnastics containing elements of movement, music, and local cultural values can increase student active participation during the learning process. Students appeared more enthusiastic, motivated, and bold in expressing opinions when discussing English literature. In addition, this activity helps students understand the cultural values contained in local wisdom and in foreign literary texts through a simple process of cultural comparison. The embodied learning approach applied also makes it easier for students to interpret the meaning of texts in a more concrete and contextual way through direct movement experiences. In addition to improving academic aspects, the integration of local wisdom-based gymnastics has a positive impact on physical health, learning concentration, and a more enjoyable and conducive classroom atmosphere. Students become more focused and have positive energy in participating in learning. Therefore, the integration of local wisdom-based gymnastics can be an innovative, creative, and relevant learning strategy for implementation in English Literature instruction in junior high schools to support the strengthening of character, culture, and student learning outcomes.*

Keywords: *English Literature; Gymnastics; Literacy; Local Wisdom; Post-Disaster.*

1. INTRODUCTION

Literature plays a vital role in the globalization of a society's local values and wisdom. Its purpose is to preserve and disseminate its benefits for human life (Irsyadi et al., 2022; Barus et al., 2024). Local wisdom is highly relevant as a foundation in the learning process because it cannot be separated from cultural elements. Culture plays a crucial role in shaping the growth and development of students, starting from the local cultural environment, then expanding to national culture, and finally to the universal culture embraced by humanity. If students feel alienated from the culture around them, they are likely to lack a comprehensive understanding of their nation's culture and may even lose their identity as part of that cultural community (Santosa & Ermawati, 2023). Furthermore, education that prioritizes local wisdom directs students to be sensitive to the real conditions they face in their daily lives. A local wisdom-based learning approach is more relevant to students' experiences, thus facilitating their understanding of the material (Putra & Wahyuni, 2025).

In the era of globalization, English has become a bridge of communication connecting various cultures around the world. As an international language, English opens up significant opportunities for students to interact with foreign cultures through media, technology, and

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education. However, these values toward foreign cultures often present challenges for students, particularly in maintaining and appreciating their own cultural identity (Nuraeni, 2024). If not balanced with the right approach, students risk losing their appreciation for local culture, which is an important part of their identity. English learning at the secondary school level is often dominated by general, globally oriented material. While this approach has the advantage of equipping students with the competencies necessary for international communication, it often lacks relevance to their daily lives. As a result, students tend to feel that learning English is far from their reality, resulting in low motivation to learn.

Integrating local wisdom into English learning offers an innovative solution to this challenge. This approach helps students feel proud of their cultural heritage while providing an opportunity to introduce this local richness to the international world through the use of English (Sujarwo et al., 2024; Lestari, 2025).

Local wisdom is a traditional cultural element deeply rooted in human life and society related to human resources, cultural resources, economics, security, and law. Local wisdom can be seen as a tradition related to agricultural activities, animal husbandry, building houses, etc.). Teachers are required to be able to provide a fun and meaningful learning process so that students are motivated to achieve learning success. Teachers must be creative in providing learning that has a crucial role for students to achieve learning success through instilling the values of local wisdom where students are located (Setyawan et al., 2023).

English as a foreign language in Indonesia began to receive special attention in the field of education since the early 1990s based on the awareness of the importance of learning English as early as possible to be able to participate and compete in an increasingly modern and global world (Rahmah et al., 2024). Local wisdom-based education has a strategic position in developing students' character (Putra, 2022). Physical education is an integral part of other forms of education. Through physical education, such as gymnastics, students' individual aspects are optimally developed to support the achievement of overall educational goals (Adliroh, 2026).

Given the importance of exercise to human life, promoting exercise is a crucial initiative. This initiative will create a conducive climate for raising public awareness of the importance of changing a sedentary lifestyle to an active one, particularly through exercise. Raising awareness of healthy living should begin at an early age, and educational institutions are the most appropriate avenues for this, as teachers and students can act as agents of change in their communities in the future (Hidayat & Rosmi, 2024).

In general, literature lessons in schools provide students with complex skills related to the basic human capacity for expression. Through literature lessons, students have a significant opportunity to understand the four major skills in English: reading, writing, speaking, and listening (Peuuma et al., 2022). In learning English at school, these four skills support each other (Sholikha & Mulyani, 2025).

2. LITERATURE REVIEW

This study discusses the study of the Integration of Local Wisdom-Based Gymnastics in English Literature Learning as an Effort to Improve Student Literacy and Health, while the journal (Polii & Ahmadi, 2024) discusses the issue of local wisdom as a key element to strengthen the implementation of liberating education. This study focuses on the integration of local wisdom in language and literature learning in elementary schools, as a key element to strengthen the foundation of learning, as well as the challenges and obstacles in integrating local wisdom and solutions. This study uses a literature review method to explore the integration of local wisdom in the context of liberating education. The results of the study show the importance of local wisdom as a source of inspiration for liberating learning through the hybridization of local wisdom and new knowledge, communication and synergy between education providers and the community, and the importance of inclusiveness in multiculturalism in educational units which is a solution to the challenges and obstacles in integrating local wisdom in language and literature learning. This study provides a significant contribution to understanding the importance of local wisdom in the context of education that prioritizes freedom and inclusion (Dewi & Saraswati, 2021).

Another study by Ramha et al. (2025) discusses the concept of local wisdom from the perspective of sociology teachers and describes the local wisdom integration strategies implemented by sociology teachers. This study used a qualitative method with a phenomenological approach. Informants in this study were sociology teachers at six high schools in Kupang City. Data collection methods used observation, in-depth interviews, and documentation. Data analysis techniques followed the steps proposed by Milles and Huberman, namely data collection, data reduction, data presentation, and drawing conclusions. The results of the study explain that sociology teachers understand the concept of local wisdom well and correctly. The correct perspective and proper understanding of the concept will be able to provide direction in better integrating local wisdom in learning. The local wisdom integration strategies implemented by sociology teachers include face-to-face learning through the

presentation of local wisdom material, integration in P5 activities, integration through extracurricular activities, and familiarization with cultural values in the school environment.

3. RESEARCH METHODS

This study uses a descriptive qualitative approach with the aim of in-depth description of the implementation of local wisdom-based gymnastics in English Literature learning for Junior High School (SMP) students. This approach was chosen because it is able to describe the learning phenomenon contextually and naturally according to the conditions in the field. The subjects of the study were eighth grade junior high school students who were taking English lessons, specifically on literary texts such as narrative text and descriptive text. The study was conducted in a junior high school with heterogeneous student characteristics in terms of academic ability and cultural background. The selection of subjects was carried out by purposive sampling, namely selecting classes that fit the research needs.

The data in this study consists of: Primary data, namely data obtained directly from students and teachers during the learning process. Secondary data, in the form of supporting documents such as lesson plans, photos of activities, and student assignments. Data sources include: Students as the main subject, Teachers as supporting informants, Documentation of learning activities, Data Collection Techniques. Data collection techniques used include: Observations carried out directly during the learning process to see: the level of student involvement, student interaction in gymnastics activities and learning, student responses to the methods applied. Interviews were conducted with students and teachers to obtain information regarding: student learning experiences, perceptions of the use of gymnastics in learning, perceived benefits, documentation in the form of: photos of learning activities, field notes on student work results. The instruments used in this study include: Student activity observation sheets, Interview guidelines, Activity documentation, Field notes. Instruments were designed to measure student involvement, understanding of the material, and responses to gymnastics-based learning.

Data analysis was conducted using an interactive model that includes: Data Reduction, simplifying and selecting data relevant to the research focus; Data Display, presenting data in descriptive narrative form; Conclusion Drawing, drawing conclusions based on patterns and findings emerging from the data. To ensure data validity, the following techniques were used: Source triangulation (students, teachers, documentation); Technical triangulation (observation, interviews, documentation). This was done to ensure that the data obtained was accurate and reliable.

The research stages include: Preparation: Developing research instruments, determining research subjects, and developing a lesson plan. Implementation: Implementing learning with integration of local wisdom-based gymnastics, conducting observations and data collection; Analysis: Processing and analyzing data, and compiling research results. Reporting: Compiling a research report in the form of a journal article. Ethical Considerations: This research pays attention to ethical aspects by: seeking permission from the school, maintaining student confidentiality, and using data only for research purposes.

4. RESULTS AND DISCUSSION

The results of the study show that the integration of local wisdom-based gymnastics in English Literature learning has a positive impact on junior high school students' engagement, understanding of cultural literacy, and students' physical and mental health.

Increasing Middle School Student Engagement

At the junior high school (SMP) level, students are in the early adolescent development phase, characterized by a high need for physical activity, exploration, and social interaction. If learning is solely theoretical or monotonous, students tend to experience boredom, lack of focus, and decreased motivation to learn. Therefore, a more varied learning approach is needed, one of which is through the implementation of local wisdom-based gymnastics.

Local wisdom-based gymnastics combines physical movement elements with regional cultural values, such as movements inspired by traditional dances, regional music, or local customs. This approach is able to capture students' attention because it is contextual and close to their daily lives. Students learn not only cognitively but also physically and emotionally.

In terms of engagement, gymnastics activities enable students to become more active participants in learning. They are not merely passive listeners, but also actively move, practice, and interact. This increases student attendance, attention, and participation throughout the learning process. Furthermore, the classroom atmosphere becomes more enjoyable and relaxed, allowing students to feel comfortable and more open to participating in activities.

Social interaction also improves. During gymnastics, students often work in groups or pairs, fostering communication, cooperation, and a sense of togetherness. Relationships between students and teachers also become closer because the teachers act as facilitators, actively guiding and participating in the activities.

Furthermore, this high level of involvement has a positive impact on other aspects, such as increased student confidence, discipline, and the ability to follow instructions. Previously passive students tend to become more confident in performing and participating. Thus, local

wisdom-based gymnastics not only increases physical activity but also creates more interactive, communicative, and meaningful learning for junior high school students.

Strengthening Cultural Literacy from an Early Age

At the junior high school level, students begin to enter a stage of cognitive development that enables them to understand more abstract concepts, including cultural values and intercultural differences. Cultural literacy extends beyond simply knowing a region's traditions or customs; it also encompasses the ability to understand the meaning, values, and norms inherent within them. Therefore, strengthening cultural literacy from an early age is crucial as a foundation for character development.

Through the implementation of local wisdom-based gymnastics, students are directly introduced to elements of regional culture, such as movements inspired by traditional dances, local musical rhythms, and the philosophy inherent in each movement. For example, movements that reflect togetherness can teach the importance of cooperation, while regular movement patterns foster discipline. Thus, students not only learn about culture theoretically but also experience it directly through contextual learning experiences.

Furthermore, these cultural values are integrated into English Literature lessons. Teachers can relate students' experiences during exercise to learning materials such as folktales, simple poems, or narrative texts in English. For example, students can be asked to compare local folktales with stories from other countries, in terms of moral values, characters, and cultural background. This activity encourages students to think critically and reflectively about cultural differences and similarities.

This process of cultural comparison is part of cross-cultural understanding. Students begin to realize that each culture is unique, yet still shares universal values such as togetherness, honesty, and hard work. This helps them develop an open, tolerant attitude and respect for diversity, both locally and globally.

Furthermore, this approach also enriches students' literacy skills, particularly in comprehending English texts. Because the material is linked to their real-life experiences, students more easily understand the text's content, interpret its meaning, and relate it to their daily lives. Learning becomes more meaningful and goes beyond simply memorizing vocabulary or language structures.

Thus, local wisdom-based gymnastics serves as an effective learning medium for instilling cultural literacy from an early age. Students not only become more familiar with their own culture but also develop an understanding and appreciation of other cultures, thus developing tolerant, adaptive, and globally-minded characters.

Improving the Ability to Understand Literary Texts

For junior high school students, the ability to comprehend literary texts especially in English is often a challenge due to limited vocabulary, cultural differences, and a lack of emotional engagement in reading. Literary texts such as narratives (stories) and descriptives (descriptions of atmosphere or objects) require students not only to understand the meaning of words but also to visualize the plot, characters, setting, and emotions contained within. If learning is limited to reading and translation, students tend to struggle to grasp the meaning deeply.

Through a local wisdom-based gymnastics approach, the process of understanding literary texts becomes more concrete and contextual. Gymnastics movements can be designed to represent specific parts of the text, such as the plot (beginning, conflict, resolution), character traits (good, evil, brave), or mood (happy, sad, tense). For example, fast and dynamic movements can depict an adventure scene, while slow and gentle movements can convey a sad or calm atmosphere.

When students perform these movements, they indirectly build their imaginations about the text's content. This physical activity helps activate various aspects of learning simultaneously: visual (imagining), kinesthetic (moving), and emotional (feeling). Thus, students not only passively read the text but also "bring the story to life" through their own bodily experiences.

This approach also strengthens understanding of the intrinsic elements of literary texts. Students find it easier to identify characters, plot, setting, and moral because they have practiced these through movement. Furthermore, this direct involvement helps students retain the text's content longer than conventional methods.

In terms of interpretation skills, students showed improvement in interpreting the implied meanings in the text. They were better able to explain the story's content in their own words, deduce the moral message, and relate it to personal experiences. This indicates that students' understanding is no longer at a basic level but has reached a deeper (interpretive) level.

Impact on Health and Concentration in Learning. Furthermore, this approach also increases students' confidence in expressing their opinions about literary texts. Because they have "experienced" the story through movement, students become more confident in conveying their interpretations, both orally and in writing. Thus, the use of gymnastics as a learning medium not only helps students understand literary texts more easily but also improves the quality of their comprehension, imagination, and interpretation skills. This approach makes

literature learning more lively, meaningful, and in line with the characteristics of active junior high school students who enjoy interactive learning experiences.

Impact on Health and Concentration in Learning

During junior high school, students are in a phase of rapid growth, both physically and mentally. At this stage, the need for physical activity is particularly high to support physical development, maintain fitness, and balance learning activities, which tend to be largely sedentary. If these needs are not met, students can potentially experience fatigue, boredom, and even decreased concentration.

Integrating exercise into learning is one effective solution to meet these needs. Exercise, performed between sessions or as part of the learning process, can help improve blood circulation, increase oxygen supply to the brain, and re-energize students. This helps students feel more refreshed, less sleepy, and more prepared for the next lesson.

From a health perspective, gymnastics offers tangible benefits such as improving physical fitness, strengthening muscles, and maintaining balance and coordination. Furthermore, physical activity also plays a role in maintaining students' mental health. Exercise movements performed together can trigger feelings of joy and relaxation, thereby helping to reduce stress, study pressure, and boredom caused by classroom routines.

Regarding concentration, gymnastics has been shown to improve students' focus and attention. After engaging in physical activity, the brain becomes more active and responsive, making it easier for students to concentrate during lessons. This is crucial, especially in learning that requires comprehension and attention, such as reading texts or completing assignments.

Furthermore, the learning environment interspersed with gymnastics creates a more varied and less monotonous environment. Students don't feel trapped in a boring routine, thus maintaining their motivation to learn. With a more positive psychological state, students tend to be more enthusiastic, active, and enthusiastic in participating in learning activities. Another equally important impact is the formation of healthy lifestyle habits from an early age. By habituating gymnastics in learning, students begin to realize the importance of maintaining physical health through regular physical activity. This habit can be carried beyond the school environment. Thus, the integration of local wisdom-based gymnastics not only provides benefits in the learning aspect but also contributes significantly to the physical health, mental well-being, and increased concentration of junior high school students. A healthy body and a focused mind are key supporting factors in achieving optimal learning outcomes.

Relevant Interdisciplinary Learning

At the junior high school level, ideal learning is no longer separated between subjects, but rather begins to move towards an interdisciplinary approach, namely combining several fields of knowledge into one complete learning experience. This approach is important because it helps students understand that knowledge in real life is interconnected, not isolated. The integration of local wisdom-based gymnastics in English Literature learning is a concrete example of this interdisciplinary learning. In practice, there are three main interconnected elements:

Integration of Physical Education

Gymnastics, as a physical activity, provides a way for students to move their bodies while improving their fitness. In this context, students don't just sit and study passively, but actively move. This aligns with the characteristics of junior high school students, who tend to be active and require variety in their learning.

English Language Integration (Literature)

English literature materials such as narrative, descriptive, or poetry are not only learned through reading but also interpreted through movement. For example, students express the storyline or character traits through gymnastics. Furthermore, teachers can use English instructions, vocabulary, and discussions during activities, thereby developing students' language skills (listening, speaking, reading, and even writing).

Local Cultural Integration

Elements of local wisdom are incorporated through movement, music, and the values inherent in gymnastics. Students learn to recognize and appreciate their own regional culture, such as the values of togetherness, mutual cooperation, and discipline. This strengthens cultural identity and provides a foundation for understanding other cultures. These three elements do not stand alone but support each other in a holistic learning process. For example, when students practice gymnastics movements inspired by local culture while understanding an English story, they simultaneously learn physical, linguistic, and cultural aspects.

In terms of benefits, this interdisciplinary approach has a broader impact than conventional learning. Academically, students find it easier to grasp the material because the learning is contextual and meaningful. They don't simply memorize but experience the learning process firsthand. Furthermore, this learning also contributes to character development. Values such as cooperation, responsibility, discipline, and mutual respect emerge naturally in group activities. Students learn to interact, cooperate, and respect differences in ability among peers.

In terms of social skills, activities involving group work and active communication help students develop their ability to interact, collaborate, and express opinions. This is crucial for their future development. Equally important, this approach also instills healthy lifestyle habits. By making physical activity part of the learning process, students get used to moving and maintaining their fitness, rather than just focusing on academic aspects. Thus, interdisciplinary learning through local wisdom-based gymnastics is a highly relevant approach for junior high school students. This approach is able to integrate various aspects of learning in a balanced manner, thus not only improving academic understanding but also shaping character, social skills, and a healthy lifestyle as a whole.

5. CONCLUSION AND SUGGESTIONS

Based on the research results and discussion, it can be concluded that integrating local wisdom-based gymnastics into English Literature learning for junior high school students is an effective and innovative approach. Implementing this method has been proven to increase student engagement in the learning process, as the activities are more interactive, enjoyable, and suited to the active characteristics of early adolescent students. Furthermore, this approach also contributes to strengthening students' cultural literacy. By introducing local wisdom values integrated with English literature materials, students are able to understand and compare local and global cultures in a more contextual way. This supports the development of broader cultural awareness from an early age.

From an academic perspective, the integration of gymnastics activities helps students better understand and interpret English literary texts. Learning experiences involving physical movement enable students to grasp the meaning of the texts more deeply through an embodied learning approach. Furthermore, gymnastics activities also have a positive impact on students' physical and mental health, such as improving fitness, reducing boredom, and enhancing concentration. Thus, learning focuses not only on cognitive aspects but also on students' physical and emotional balance. Overall, this approach demonstrates that interdisciplinary learning that integrates local cultural elements, physical activity, and language learning can be a relevant and effective alternative strategy for implementation at the junior high school level. Therefore, teachers are advised to develop more creative and contextual learning models to improve the quality of learning in schools.

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