

Values-Based Educational Innovation Management Strategies Local Cultural Wisdom in the era of Globalization

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ABSTRACT: *Conserving local cultural values within Indonesia's education system is crucial for maintaining national identity, strengthening social cohesion, and even providing sustainable solutions to modern challenges. Indonesia, with its rich ethnic groups and traditions, possesses a wealth of noble values, considered to be valuable and relevant across generations. This conservation is not just about preserving artifacts or ritual traditions, but rather about reviving and integrating these values into a life characterized by noble values and maintaining a strong national character. However, the development of science and technology is increasingly rapid, this shows the basis for implementing educational innovation management based on the values of national cultural wisdom. Through research with a qualitative approach, this study produces the conclusion that: (1) The development of science and technology in the current 4.0 era, demands a modern educational innovation management system and a strong national character; (2) The educational innovation management strategy carried out is like implementing a strategy for integrating local cultural wisdom values in all targets of the innovation management system carried out; (3) The development of innovation management in the education system, is more directed at the elements: innovation in implementing digital systems with strong behavior and character to maintain local cultural wisdom; innovation in the use of ICT media in curriculum development and learning through the control of the conservation of cultural values and national character, as well as educational innovation with an insight into technological development and conservation of national culture.*

Keywords: *Innovation Management, Educational Innovation, Cultural Wisdom Values.*

ABSTRAK: Pelestarian nilai-nilai budaya lokal dalam sistem pendidikan Indonesia sangat penting untuk menjaga identitas nasional, memperkuat kohesi sosial, serta bahkan memberikan solusi yang berkelanjutan terhadap tantangan-tantangan modern. Indonesia, dengan kekayaan suku bangsa dan tradisinya, memiliki khazanah nilai-nilai luhur yang sangat berharga dan relevan lintas generasi. Pelestarian ini tidak hanya berkaitan dengan menjaga artefak atau tradisi ritual semata, tetapi lebih pada menghidupkan kembali dan mengintegrasikan nilai-nilai tersebut ke dalam kehidupan yang berkarakter mulia serta berkepribadian nasional yang kuat. Namun, perkembangan ilmu pengetahuan dan teknologi yang semakin pesat menunjukkan pentingnya penerapan manajemen inovasi pendidikan yang berbasis pada nilai-nilai kearifan budaya nasional. Melalui penelitian dengan pendekatan kualitatif, studi ini menghasilkan kesimpulan bahwa: (1) perkembangan ilmu pengetahuan dan teknologi di era 4.0 saat ini menuntut adanya sistem manajemen inovasi pendidikan yang modern dan berkarakter kebangsaan yang kuat; (2) strategi manajemen inovasi pendidikan yang dilakukan merupakan penerapan strategi pengintegrasian nilai-nilai kearifan budaya lokal ke dalam seluruh sasaran sistem manajemen inovasi yang dilaksanakan; dan (3) pengembangan manajemen inovasi dalam sistem pendidikan lebih diarahkan pada unsur-unsur berikut, yaitu inovasi dalam penerapan sistem digital yang diperkuat dengan perilaku dan karakter untuk menjaga kearifan budaya lokal; inovasi dalam pemanfaatan media TIK dalam pengembangan kurikulum dan pembelajaran dengan tetap berada dalam koridor pelestarian nilai-nilai

budaya dan karakter bangsa; serta inovasi pendidikan yang berwawasan pada perkembangan teknologi sekaligus pelestarian budaya nasional.

Kata kunci: Manajemen Inovasi, Inovasi Pendidikan, Nilai-Nilai Kearifan Budaya.

INTRODUCTION

The 21st century is characterized by rapid advancements in technology and information, which have significantly influenced various sectors, including education. These developments inevitably affect Indonesia's educational goals and demand shifts in the competencies required of school principals to remain competitive in the global era. Consequently, the challenges faced by school principals today are increasingly complex, making an in-depth analysis of their competencies in addressing 21st-century demands both relevant and necessary (Asep Saepul H. & Reti, 2024).

Globalization presents substantial challenges to Indonesia's national culture, including the dominance of foreign cultural influences, the weakening of local cultural identities, shifts in societal values, the erosion of local wisdom, the rise of individualism, and declining loyalty to national character. These challenges are evident in the diminishing use of regional languages, the fading of traditional arts, and the weakening of values such as mutual cooperation. Nevertheless, globalization also offers opportunities to enrich national culture through cross-cultural exchange and the utilization of technology for cultural preservation.

The weakening of national cultural character poses serious risks to national and social life. Cultural character serves as the foundation of a nation's identity; when this foundation erodes, the consequences can be detrimental. These risks include the loss of national identity, moral degradation, social disintegration, declining productivity and competitiveness, weakened national resilience, and the failure of sustainable development. Therefore, maintaining and strengthening national cultural character must be viewed as a long-term investment that requires collective commitment from families, schools, government institutions, and mass media.

The crisis of national character is further reflected in widespread social problems, such as corruption, which signal the urgent need for serious attention to character education. Wahyu (2011) emphasized that the prevalence of corruption demonstrates that character education must be a central concern for all stakeholders, including national leaders, law enforcement officials, religious figures, and educators. In the context of the 21st century, where technological and informational growth is accelerating, the role of school principals becomes increasingly strategic. School leaders are expected not only to manage institutions effectively but also to guide character development and respond adaptively to rapid change (Asep Saepul Hidayat, 2024).

As emphasized by Asep Saepul H. (2025), addressing moral decline requires strengthening and intensifying moral education in schools through comprehensive and integrated approaches. Moral education should involve all stakeholders—teachers, principals, parents, and community leaders—and aim not merely to

transmit moral knowledge, but to cultivate individuals who possess moral understanding, moral awareness, and consistent moral behavior.

This condition highlights the critical importance of innovation within the education system, as educational quality is ultimately reflected in the quality of graduates. Innovation is not limited to technological advancement but must also encompass pedagogical practices, management strategies, and institutional culture (Asep Saepul H., 2025). Educational reform must be implemented across all levels and components of the education system, requiring educators and school leaders to understand and apply innovative approaches to create effective and meaningful learning environments.

Furthermore, innovation programs emerge from the gap between ideal conditions and real-world challenges. According to Asep Saepul H. (2025), innovation is developed through systematic analysis aimed at identifying root causes of educational problems and designing solutions that bridge the gap between expectations and reality. Therefore, the initial stage of educational innovation involves a thorough diagnosis of fundamental issues affecting institutions and learners.

In this context, a critical challenge emerges: how to develop a values-based educational innovation management strategy that integrates local cultural wisdom within the pressures of globalization. Addressing this challenge is essential to ensuring that educational innovation not only enhances competitiveness and effectiveness but also preserves national identity and cultural character in the global era.

METHODS

This research employed an exploratory descriptive method with a qualitative approach. The study focused on examining the development of educational innovation management strategies based on local cultural wisdom values in the era of globalization. The analysis was directed toward understanding and interpreting the research focus in order to address the problems under investigation.

The study adopted a case study design as conceptualized by Moleong (2012: 212). Data were obtained from both primary and secondary sources. In qualitative research, data collection is typically conducted in natural settings and relies on techniques such as participant observation, in-depth interviews, and documentation (Sugiyono, 2017: 63).

Data analysis was carried out through several systematic stages, namely data collection, data reduction, data display, and conclusion drawing, following the framework proposed by Moleong (2018: 335). The discussion of the research findings was conducted using inductive analysis, typology development, conceptualization, and interpretation.

To ensure data validity and trustworthiness, the study applied prolonged researcher engagement, in-depth observation, and triangulation techniques. The data

sources consisted of competent and relevant participants, selected purposively to obtain accurate, in-depth, and targeted information.

RESULTS AND DISCUSSION

Rationalization of the Importance of Educational Innovation Based on Local Cultural Wisdom Values in the Era of Globalization

The era of globalization brings various conveniences and connectivity, but also creates various problems for national culture, especially in Indonesia. Unlimited interaction with outside cultures, coupled with the speed of information, can threaten the identity and sustainability of deeply rooted noble values. The main problems of national culture in the era of globalization include: a) Erosion of Local Cultural Values and Identity, Globalization brings a strong influx of popular culture from the West (such as Hollywood) and Asia (such as K-Pop and Japanese anime). This intense exposure often leads to the erosion of traditional values and a fading sense of pride in one's own culture, especially among the younger generation. The lifestyles of consumerism, individualism, and materialism brought about by foreign cultures can displace the values of collectivism and mutual cooperation that are characteristic of a nation; b) Lifestyle and Mindset Changes, Ease of access to information and technology has influenced people's lifestyles. Many have begun to abandon traditional customs and norms, such as politeness, respect for elders, and deliberation, in favor of a more individualistic and pragmatic mindset. This is also evident in language use, where many foreign terms are used more frequently than their Indonesian equivalents; c) Threats to Regional Languages and Traditional Arts, The dominance of foreign languages, especially English, in the media and education can lead to a decline in interest in the use of regional languages. Similarly, traditional arts such as dance, music, and handicrafts risk being lost to future generations due to competition from more instant and popular modern entertainment; d) Cultural Homogenization, Globalization tends to create cultural homogenization, where people's lifestyles, tastes, and preferences become uniform globally. This can diminish the uniqueness and diversity of local cultures that constitute a nation's wealth. Examples include the proliferation of international fast food chains or global fashion trends that displace traditional clothing; e) Misuse of Technology and Information: While information technology offers many benefits, its easy access also opens up opportunities for the spread of negative content such as pornography, hoaxes, or radical ideologies that conflict with national cultural values. Without strong filters, this can damage the morals and character of the younger generation; f. Cultural Claims by Other Countries, Indonesia, with its rich cultural heritage, often faces challenges in the form of cultural claims by other countries. This occurs due to the lack of effective patenting or promotion of our cultural heritage. This phenomenon can create tensions and erode the sense of ownership of national culture.

Efforts to respond to cultural challenges in the era of globalization require a comprehensive and integrated strategy that involves various stakeholders, including educational institutions, communities, and the government. Globalization, while offering many opportunities, also brings serious challenges to the sustainability of national identity and local cultural values. Therefore, systematic and sustainable efforts are needed to ensure that cultural development remains rooted in the nation's core values.

One of the most fundamental strategies is strengthening education and character building. Cultural education and the values of Pancasila need to be integrated into the formal curriculum from an early age, not only as knowledge content but also as lived values practiced in everyday life. This process must be reinforced by informal education within families and communities, which play a crucial role in shaping attitudes, behavior, and cultural awareness.

In addition, the promotion and preservation of local culture must be carried out actively and creatively. Cultural festivals, traditional arts workshops, and artistic performances serve as effective media to introduce local cultural heritage and cultivate a sense of pride and love for it among younger generations. In the digital era, the use of technology is also essential, not only for documentation purposes but also for promoting local culture on a global stage, so that it can gain wider recognition and appreciation. Another important strategy is the ability to filter foreign cultural influences wisely. Society needs to develop cultural literacy and critical awareness to selectively accept foreign cultures by adhering to the values and norms of Pancasila. Not all foreign cultural elements are negative; however, it is important to ensure that what is adopted does not erode the nation's identity but instead enriches it in a constructive way.

Furthermore, fostering love for national products and creative works is a strategic step to strengthen cultural and economic independence. Encouraging people to use and appreciate local products and artworks can reduce dependence on foreign products while at the same time nurturing national pride and supporting the sustainability of local creative industries.

Finally, the role of government is crucial in ensuring that all these efforts run effectively and sustainably. The government must create policies that support cultural preservation, provide adequate funding, and develop programs that empower local creative industries so that they are able to compete at the global level without losing their cultural roots. Through synergy between education, society, and the state, cultural resilience in the era of globalization can be strengthened in a systematic and sustainable manner. With collective awareness and concrete steps, we can ensure that our national culture remains strong and relevant amidst the inevitable currents of globalization. The challenges of globalization to Indonesian national culture include the influx of dominant foreign cultures, the weakening of local cultural identities, shifting values, and the rise of individualism. This is evident in the erosion of regional languages, traditional arts, and the values of mutual cooperation. However,

globalization also brings opportunities to enrich national culture through cultural exchange and the adoption of technology for cultural preservation.

Based on the description above, it shows that in the process of optimizing the achievement of quality standards and national education goals, all elements and components of education providers carry out innovations in the field of education that are oriented towards achieving educational goals optimally. Especially regarding the quality of graduates who have noble character, are able to maintain the values of local cultural wisdom that are the pride and characteristics of the nation, have national values and are suitable in terms of hard skills and soft skills.

Facing the challenges of globalization requires a comprehensive and integrated strategy that involves various stakeholders. Cultural resilience cannot be built through partial or fragmented efforts, but must be supported by collective awareness and concrete actions. Education and character building play a central role by integrating cultural education and Pancasila values into the formal curriculum from an early age, while also being reinforced through informal education in families and communities. At the same time, the promotion and preservation of local culture must be continuously strengthened through cultural festivals, traditional arts workshops, and artistic performances. In the digital era, technology becomes an important medium not only for documentation but also for introducing local culture on the global stage.

Another essential strategy is the ability to filter foreign cultural influences wisely. Society must adhere to the values and norms of Pancasila in selecting which elements of foreign culture can be adopted. Not all foreign culture is harmful; however, it is crucial to ensure that what is accepted remains aligned with the nation's identity. In addition, fostering love for national products and creative works is a strategic effort to reduce dependence on foreign products while simultaneously strengthening national pride. In this context, the government plays a vital role in formulating policies that support cultural preservation, providing funding, and empowering local creative industries so that they are able to compete at the global level. Through collective awareness and consistent efforts, national culture can remain strong and relevant amid the inevitable currents of globalization.

In parallel with these cultural challenges, innovation becomes an unavoidable necessity. The innovation process is a series of activities carried out by individuals or organizations, starting from awareness and knowledge of an innovation and continuing through its implementation. The term "process" indicates that innovation requires time and is dynamic in nature, with the speed and effectiveness of adoption varying depending on the sensitivity of individuals or institutions toward change. In the field of education, innovation is not merely an option but a necessity, especially in an era of rapid global transformation. However, innovation alone is not sufficient; it must be firmly rooted in local cultural values in order to remain relevant, meaningful, and sustainable. This approach is known as Educational Innovation Management Based on Local Cultural Values.

Local wisdom encompasses noble values, traditional knowledge, ethical principles, and life practices that are passed down from generation to generation. In Indonesia, this local wisdom manifests in various forms such as mutual cooperation, deliberation and consensus, tolerance, harmony with nature, and respect for elders. Integrating these values into educational innovation is crucial for several reasons. First, education is not merely a process of knowledge transfer but also a means of character formation, and local wisdom provides a strong moral and ethical foundation for students. Second, innovation that ignores the local context risks becoming ineffective or even disorienting; local wisdom ensures that education remains relevant to the real lives of students and their communities. Third, in the midst of strong foreign cultural influences, local wisdom serves as a protective shield that strengthens national identity and nurtures pride in one's own culture. Fourth, because local wisdom is deeply rooted in community life, its integration into education encourages active community participation in the educational process. Finally, many forms of local wisdom emphasize sustainability, including environmental preservation and responsible resource management, so their integration into educational innovation can produce solutions that are socially and environmentally sustainable.

To realize this vision, several pillars must be considered in managing educational innovation. The first is the identification and assessment of local wisdom values that are relevant to educational goals. This can be conducted through research, interviews with traditional leaders, and the study of historical or cultural documents. For example, in Bali, the value of Tri Hita Karana, which emphasizes harmony between humans, God, and nature, can serve as a strong philosophical foundation for educational innovation.

The second pillar is inclusive innovation planning. Educational innovation should be designed through the involvement of various stakeholders, including teachers, students, parents, community leaders, and cultural experts. Their participation is essential to ensure that innovation ideas genuinely reflect local values, such as developing curricula that incorporate folklore or implementing cooperative learning projects based on the tradition of mutual cooperation.

The third pillar is curriculum development and contextual learning methods. Integrating local wisdom into education is not simply a matter of adding content, but rather transforming perspectives and learning approaches so that teaching and learning processes become more meaningful and context-sensitive. The fourth pillar is human resource development in education. Teachers and school leaders must be equipped with a deep understanding of local wisdom and trained in how to integrate it into learning activities, alongside skills in innovation and adaptation to change. In this process, traditional elders and cultural figures can also play an important role as resource persons.

The fifth pillar is the wise use of technology as a bridge, not a replacement. In the era of globalization, technology is a powerful tool that can be used to document,

disseminate, and promote local wisdom through the internet, social media, and educational applications. However, technology should not replace the essence of direct interaction and authentic cultural experience, which remain central to character and value formation. The final pillar is continuous evaluation and reflection. Regular evaluations must be conducted to assess whether local wisdom-based educational innovations are truly effective, whether the values are being internalized by students, and whether positive behavioral changes are occurring. The results of these evaluations should then be used as the basis for continuous improvement.

Admittedly, there are various challenges in implementing this model of innovation management, such as resistance to change, limited understanding of local wisdom, or constraints in resources. Nevertheless, the opportunities are far greater. With proper and systematic management, the education system can produce a generation that is not only academically competent, but also possesses strong character, cultural awareness, and the readiness to face global challenges without losing its identity.

Educational Innovation Management Strategy Based on Local Cultural Wisdom Values in the Era of Globalization

Educational innovation plays a crucial role in preparing young generations to face global challenges. However, without strong roots in local cultural values, such innovation risks losing its relevance and even eroding national identity. In the era of globalization, Educational Innovation Management Based on Local Cultural Values is no longer merely an option, but a necessity. This approach serves as a strategic framework to ensure that education remains contextual, meaningful, and capable of shaping learners' character in a holistic manner.

Local cultural wisdom-based strategies can be implemented through a comprehensive and systematic management of educational innovation so that innovation remains aligned with indigenous values amid the strong currents of globalization. The first strategic step is mapping and revitalizing local wisdom. This process must be carried out in a structured and comprehensive way to identify various forms of local wisdom that exist in each region. It is not merely about recording these values, but also revitalizing and preserving them so that they do not fade away. This can be done by identifying core values such as mutual cooperation, deliberation, tolerance, environmental awareness, honesty, and a strong work ethic that are embedded in local culture. These values should then be documented using digital technology in the form of videos, audio recordings, e-books, or interactive websites so that they can be easily accessed and studied by younger generations and the wider community. Equally important is the involvement of indigenous communities by collaborating with traditional leaders, cultural figures, and local communities to ensure that the documented wisdom truly reflects its authentic context and practices.

The second strategy is integrating local context into the curriculum. Curriculum innovation must be designed in such a way that local wisdom values are

not merely additional content, but are holistically embedded across subjects. This can be achieved through the development of contextual teaching materials, such as modules, textbooks, or learning media that highlight folk tales, legends, traditional games, and local social practices as learning examples or case studies. In addition, community-based projects can be implemented through project-based learning, which involves students directly in real activities within their communities, such as environmental cleaning programs inspired by the value of *silih asih* in West Java or learning from the *subak* water management system in Bali. Furthermore, local content subjects should be developed innovatively so that they do not only emphasize memorization, but also encourage analysis, creativity, and the application of local wisdom in contemporary contexts.

The third strategy focuses on capacity development of educators, including teachers and educational staff, who serve as the spearhead of innovation implementation. They must be equipped with adequate understanding and skills through comprehensive training on the philosophy of local wisdom, pedagogical strategies for integrating these values into learning, and the effective use of technology for cultural education. Collaboration among teachers also needs to be encouraged so that they can jointly develop learning innovations and share best practices. More importantly, teachers must act as role models who consistently demonstrate local wisdom values in their daily interactions within the school environment.

The fourth strategy concerns the appropriate and wise use of digital technology. Since globalization is largely driven by technological advancement, technology should be utilized intelligently rather than merely following trends. This includes developing digital education platforms such as interactive applications or educational games that introduce local culture, animated folk stories, or virtual tours of cultural heritage sites. Social media can also be used as an educational medium to raise awareness, facilitate discussions, and disseminate positive content related to local wisdom. In addition, technology can support global collaboration with local nuances by facilitating joint projects between schools from different countries, where students introduce their own local wisdom while learning about other cultures, thus fostering equal and respectful intercultural dialogue.

The fifth strategy is active engagement of the community and various stakeholders. Educational innovation cannot run effectively in isolation, but must be supported through strategic partnerships with local governments, traditional institutions, cultural figures, artists, parents, and the private sector. Schools should be encouraged to function as cultural centers that host art performances, handicraft workshops, and community discussions on local issues. Moreover, mentoring programs can be developed by involving community leaders or traditional elders as mentors or resource persons in learning activities, thereby strengthening the authenticity and social relevance of education.

The final strategy is ensuring continuous monitoring, evaluation, and sustainable development. Innovation management must adopt a continuous improvement cycle by establishing clear indicators of success that do not only measure cognitive achievement, but also affective aspects such as attitudes and values, as well as psychomotor skills that reflect the internalization of local wisdom. Feedback should be collected regularly from students, teachers, parents, and the community. Based on the results of evaluation, strategies should be refined and adapted. If an innovation proves successful, it can be replicated on a wider scale while still respecting the uniqueness of each local context.

Through the consistent implementation of these strategies, it is possible to build an education system that not only prepares students to compete in a globalized world, but also nurtures a generation that is proud of its cultural identity, upholds noble values, and is capable of making meaningful contributions to national development amid the dynamic challenges of globalization.

Development of Educational Innovation Management Based on Local Cultural Wisdom Values in the Era of Globalization

Developing educational innovation management based on local cultural wisdom values in the era of globalization is no longer a mere alternative, but a fundamental necessity. This approach ensures that education remains relevant, meaningful, and capable of shaping the holistic character of the younger generation amid rapid social, cultural, and technological change. Local wisdom-based innovation is not simply an additional element in the education system; rather, it serves as a foundation that anchors innovation to the nation's identity and noble values. To realize this vision, a systematic and sustainable framework for innovation management must be established.

The first step in this process is the formation of a core development team with a multidisciplinary composition. This team should bring together education experts who understand contemporary pedagogical theory and practice, anthropologists or cultural experts who master the substance and context of local wisdom, educational technology specialists who are capable of integrating technology into innovative learning, representatives of the community or traditional institutions who ensure social relevance and cultural acceptability, as well as educational practitioners such as teachers and school principals who contribute practical insights regarding field implementation. This multidisciplinary collaboration is essential to ensure that innovation is academically sound, culturally grounded, technologically supported, and practically feasible.

Once the team is formed, the next stage is conducting in-depth research and mapping of local wisdom. This research process aims to identify key values embedded in local traditions, such as mutual cooperation, deliberation, tolerance, Tri Hita Karana, *silih asih*, and other life philosophies that shape positive character. These values must then be analyzed in terms of their potential integration into the

curriculum, learning methods, and school culture in a concrete and operational manner. Data collection should be carried out through interviews with traditional leaders, literature studies, and participant observation, and the results should be comprehensively documented, preferably in digital formats, to ensure accessibility and sustainability.

Based on the findings of this research, the next step is the formulation of a clear vision, mission, and objectives for local wisdom-based educational innovation. The vision describes the ideal profile of graduates to be achieved, such as creating intelligent individuals with noble character rooted in local wisdom and capable of competing globally. The mission outlines the main efforts to be undertaken, for example by organizing education that integrates local wisdom values into all aspects of learning and school management. The objectives must be specific, measurable, and time-bound, such as developing a certain number of local wisdom-based learning modules within a defined period or increasing community participation in school activities by a targeted percentage.

The next crucial stage is the design of the educational innovation model, where conceptual ideas are translated into concrete programs and practices. This includes the development of an innovative curriculum that integrates national education standards with relevant local content, such as local history lessons infused with heroic values or arts education that encourages regionally based creative expression. It also involves the design of contextual learning methods that are active, participatory, and rooted in local wisdom, such as collaborative projects inspired by the value of mutual cooperation, case studies of local community issues, or experiential learning directly within the community. Furthermore, teaching materials and learning media—whether books, videos, applications, or games—must be developed or adapted to reflect local wisdom content while remaining attractive through the use of modern technology. Equally important is the establishment of a holistic assessment system that measures not only cognitive achievement, but also affective dimensions such as attitudes and character, as well as psychomotor skills that reflect the application of local wisdom values in real life.

No innovation can succeed without strong and competent human resources. Therefore, human resource capacity development becomes a strategic priority. This includes providing comprehensive and continuous training for teachers on local wisdom, innovative pedagogical strategies, the effective use of technology, and change management. Internship programs or comparative studies can also be organized to broaden educators' perspectives and inspire best practices. In addition, school principals must be empowered through innovative leadership training so that they are able to act as agents of change who drive and facilitate the implementation of innovation within their institutions.

Innovation also requires adequate infrastructure and technological support. This involves providing appropriate learning facilities, ensuring access to technology such as reliable internet connections, hardware in the form of computers or tablets,

and software that supports innovative learning based on local wisdom. Moreover, the development of a special digital platform can serve as a central hub for information, teaching materials, and interactive media related to local wisdom, thus strengthening the ecosystem of innovation.

To ensure sustainability and broader impact, strategic partnerships must be actively developed. These partnerships may include cooperation with local governments, traditional or cultural institutions, parents and community organizations, as well as the private sector through corporate social responsibility programs. Such collaboration not only strengthens resources and legitimacy, but also expands the social reach and relevance of educational innovation.

Finally, after careful planning and preparation, innovation must be implemented in a gradual and controlled manner, starting from pilot projects. This implementation phase must be accompanied by a robust monitoring system, as well as formative and summative evaluations to assess both processes and outcomes. Reflection on evaluation results should then be used as the basis for continuous improvement and refinement of the innovation model.

In conclusion, developing educational innovation management based on local cultural values is a long-term journey that requires strong commitment, cross-sector collaboration, and continuous adaptation. It is, however, a crucial investment in building a future generation that is not only academically competent, but also rich in character, culturally grounded, and globally competitive.

Discussion

Amidst the rapid flow of globalization, the world of education faces a dual challenge: innovating to remain relevant to modern developments while simultaneously preserving the nation's cultural roots. In this context, managing educational innovation based on local cultural values is a crucial area of study. Numerous journal articles have highlighted how this approach can create a character-driven and globally relevant education system.

In the context of education, character values that should be the foundation of education, such as mutual cooperation, honesty, and responsibility, are starting to be replaced by a more individualistic and consumerist lifestyle. These values are actually reflected in various local cultures that have a long history of shaping national character. Unfortunately, the lack of integration between local wisdom and the modern education system exacerbates this situation (Riyanto et al., 2021). Currently, we are more exposed to foreign cultures, often ignoring local cultural roots and values that are essential to national identity. As observed by (Fitrah et al., 2021). According to Thomas Lickona (1991), character education must encompass aspects of moral knowing, moral feeling, and moral action. This approach can help students internalize local wisdom values, which are an essential part of their character. The risk is the loss of identity for the younger generation as the successors of a nation rich in culture and noble values (Kurniawati et al., 2018).

Local wisdom is part of a culture that contains noble values that can meet needs and answer all problems that exist in society (Wulandari, 2020). The rapid openness of information and communication, if not prepared well, is feared to cause the loss of local wisdom as the identity and character of the nation (Ramdani, 2018). In this way, educational goals can be achieved more quickly. Learning local wisdom in schools not only fosters a love for national culture but also demonstrates the school's role in cultural preservation. This helps instill a sense of nationalism in students (Rezaldi, 2022) .

Social media and technology not only facilitate access to information, but also facilitate the entry of foreign cultures that are not in accordance with local cultural values (Arsyad, A., & Rustina, 2020). Therefore, a more strategic and integrated approach is needed to integrate local wisdom into the education system . Excessive exposure to foreign cultures through social media such as TikTok, Instagram, and YouTube causes students to be more familiar with foreign cultures than their own (Kurniawati et al., 2018). Along with technological developments, students have begun to adopt a more individualistic and consumerist lifestyle, thus abandoning social values inherent in local cultures such as mutual cooperation, politeness, and cooperation. Globalization, especially through social media, has caused a shift in moral and social values among students (Setyawan, 2018) . According to Wibawa et al. (2019), a curriculum that focuses on local values can help students understand and appreciate their cultural identity while still adapting to global challenges .

CONCLUSION

The rapid development of science and technology in the era of the Industrial Revolution 4.0 demands a modern educational innovation management system that is firmly rooted in national character. Although the implementation of such innovation management inevitably faces various challenges, including resistance to change, limited understanding of local cultural wisdom, and constraints in resources, these obstacles should not overshadow the vast opportunities that exist. With proper and systematic management, the education system can produce a generation that is not only academically competent, but also possesses strong character, cultural awareness, and the readiness to face global challenges without losing its national identity.

In this context, the educational innovation management strategy must be directed toward the integration of local cultural wisdom values across all components and targets of the innovation management system. Such a strategy can be implemented through a comprehensive and coherent framework that aligns educational innovation with local cultural wisdom amid the strong currents of globalization. This framework includes several interrelated efforts, namely mapping and revitalizing local wisdom, integrating the curriculum based on local context, developing the capacity of educators and educational personnel, utilizing digital technology in an appropriate and wise manner, encouraging the active involvement

of communities and various stakeholders, and implementing continuous monitoring, evaluation, and sustainable development mechanisms.

Furthermore, the development of innovation management within the education system should be oriented toward several strategic dimensions. These include innovation in the application of digital systems that are strengthened by behavioral and character education rooted in local cultural wisdom; innovation in the use of information and communication technology (ICT) in curriculum development and learning processes that remains under the guidance of cultural value preservation and national character building; as well as broader educational innovations that are responsive to technological advances while consistently upholding the conservation of national culture. Ultimately, educational innovation management is indeed essential in responding to the challenges of the times, but it must remain firmly committed to the preservation of local cultural wisdom values as a long-term investment in building a strong, cultured, and sustainable Indonesia. This mission is not solely the responsibility of educational institutions, but a shared task that requires awareness, commitment, and active participation from all elements of society.

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