

## The Integration of Traditional Values of *Pelintau Pencak Silat* as a Resource for Local History Education

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### Abstract:

The traditional values of *Pencak Silat Pelintau* have not been systematically incorporated into the curriculum as a resource for local history education. The integration of these values is essential for enhancing the relevance of local learning materials and ensuring the availability of indigenous educational resources. This study seeks to explore the integration of *Pencak Silat Pelintau's* traditional values into the curriculum as an approach to local history education. Employing a descriptive qualitative research design, the study utilized data collection methods including observation, interviews, and document analysis. Data were analyzed through processes of data reduction, data presentation, and conclusion drawing. The findings suggest that the local wisdom inherent in *Pencak Silat Pelintau* can be effectively integrated into local history instruction. Within the framework of the *Merdeka Curriculum*, the topics of the Islamic Kingdoms in Phase E and Colonialism and Indonesian National Resistance in Phase F present appropriate opportunities to incorporate the stories and values of the *Pelintau Pencak Silat* tradition. This integration enables students to develop a deeper understanding of local history while internalizing key values such as honesty, discipline, cooperation, simplicity, politeness, courage, and resilience—values that contribute to shaping positive attitudes and behaviors in students' personal and social lives.

### Abstrak:

Nilai-nilai tradisional Pencak Silat Pelintau belum diintegrasikan secara sistematis ke dalam kurikulum sebagai sumber pembelajaran sejarah lokal. Integrasi nilai-nilai ini sangat penting untuk meningkatkan relevansi materi pembelajaran lokal dan memastikan tersedianya sumber daya pendidikan yang bersifat lokal. Penelitian ini bertujuan untuk mengkaji integrasi nilai-nilai tradisional Pencak Silat Pelintau ke dalam kurikulum sebagai pendekatan dalam pembelajaran sejarah lokal. Dengan menggunakan desain penelitian kualitatif deskriptif, penelitian ini mengumpulkan data melalui metode observasi, wawancara, dan analisis dokumen. Data dianalisis melalui proses reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa kearifan lokal yang terkandung dalam Pencak Silat Pelintau dapat diintegrasikan secara efektif ke dalam pengajaran sejarah lokal. Dalam kerangka Kurikulum Merdeka, topik-topik mengenai Kerajaan Islam pada Fase E serta Kolonialisme dan Perlawanan Nasional Indonesia pada Fase F menjadi peluang yang tepat untuk mengintegrasikan cerita dan nilai-nilai tradisi Pencak Silat Pelintau. Integrasi ini memungkinkan siswa untuk memperoleh pemahaman yang lebih dalam mengenai sejarah lokal sekaligus menginternalisasi nilai-nilai penting seperti kejujuran,

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disiplin, kerjasama, kesederhanaan, kesopanan, keberanian, dan ketangguhan— nilai-nilai yang berkontribusi dalam membentuk sikap dan perilaku positif dalam kehidupan pribadi dan sosial siswa.

**Keywords:**

Integration, *Silat Pelintau*, Local History

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## Introduction

Education plays a crucial role in shaping a nation's character and cultural identity. The current implementation of the Merdeka curriculum in Indonesia aims to provide more contextual and relevant learning experiences for students in their daily lives. According to Fu, Lin, Hwang, & Zhang (2019) and Nielsen, Daugaard, Scavenius, & Juul (2022), a contextual approach enables students to understand the material by linking learning to real-life situations they encounter regularly. One effective strategy to achieve this goal is the integration of local traditions into the curriculum (Thind & Yakavenka, 2023; Chibuye & Singh, 2024). The *Pelintau Pencak Silat* tradition, as an important element of Indonesia's intangible cultural heritage, holds significant potential to enrich students' learning experiences. Introducing and understanding this tradition can deepen students' appreciation of the diverse and rich values embedded in local culture. Cameron, Brown, Katz-Buonincontro, Anderson, Edmunds, Land, & Livie (2024) also emphasize that local traditions can effectively contribute to character formation and strengthen local cultural identity through education. However, the *Pelintau Pencak Silat* tradition has not yet been incorporated into history learning within the Merdeka Curriculum. This highlights the need for the development of more effective strategies to integrate local traditions into the curriculum in order to achieve holistic educational objectives.

The central issue addressed in this research is the lack of integration of the traditional values of *Pencak Silat Pelintau* as a source for history education in the Merdeka Curriculum. The *Pelintau Pencak Silat* tradition is not only a form of self-defense but also an art that represents the distinctive identity of the Malay community in Aceh Tamiang Regency, which needs to be preserved. Integrating these traditions into the curriculum is essential to enrich the local history learning resources. While the Merdeka Curriculum seeks to provide more relevant and contextual education for students, the integration of local traditions, such as *Pencak Silat Pelintau*, remains largely overlooked. This is partly due to the lack of teaching materials, such as modules containing content

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about the *Pelintau Pencak Silat* tradition, as teachers face challenges in developing and linking the material to the curriculum. As a result, students are not exposed to or encouraged to appreciate the rich cultural heritage of their locality. Unlike other traditional games, such as congklak or stilts, *Pencak Silat Pelintau* offers a more comprehensive learning dimension. The absence of such integration in history education leads to a limited understanding of local history and results in missed opportunities for character development through the values inherent in *Pencak Silat Pelintau*. Therefore, it is crucial to explore and integrate these values into the history curriculum to create a more meaningful and holistic learning experience for students (Sutrisno, Wahyudiati, & Louise, 2020; Smith, Avraamidou, & Adams, 2022; Asmayawati, Yufiarti, & Yetti, 2024).

The lack of integration of the traditional values of *Pencak Silat Pelintau* into history learning within the Merdeka curriculum gives rise to several significant challenges that affect the educational process. One such challenge is the limited understanding students have of local history. The *Pelintau Pencak Silat* tradition is a unique aspect of local culture, distinct from traditions in other regions, and it must be preserved through education for future generations. The absence of modules and teaching materials that include content about *Pencak Silat Pelintau* deprives students of the opportunity to engage with and appreciate the richness of their local cultural heritage. This gap in the curriculum may diminish students' interest and motivation to study history and culture that is directly relevant to their daily lives. Trung & Van (2020) and Prasetyo, Kumalasari, & Anis (2023) highlight that the lack of integration of cultural traditions in education can result in reduced student engagement in the learning process. Additionally, the absence of material incorporating the *Pencak Silat Pelintau* tradition in the curriculum may hinder the development of students' character based on the positive values embedded in the tradition. Consequently, history education loses its potential to serve as a holistic learning tool. This integration is expected to foster a generation that not only better understands and appreciates local history and traditional values but also applies them in their daily lives. Tampa, Firdaus, Ja'faruddin, & Chen (2023) stress the importance of integrating cultural values into education to build students' local cultural knowledge and character, while Fizi, Winarni, Guntur, & Hartanto (2023) and Gallego-Noche, Goenechea, Gómez-Ruiz, & Machín-Alvarez (2023) underline that education functions not only as a medium for knowledge transfer but also as a tool for shaping strong character and cultural identity.

Several studies have been conducted on the *Pencak Silat Pelintau* tradition. For instance, Dahni & Harahap (2021) explored the role of music in Tamiang ethnic wedding ceremonies, providing an in-depth analysis of the form, presentation, function, and meaning of music in these ceremonies. Additionally, the study by Elisa, Purba, & Heniwati (2024), titled "*Continuity and Change of Silat Pelintau as a Cultural Heritage of the Tamiang Community in Aceh Tamiang Regency*," discusses how *Pencak Silat Pelintau* functions as an enduring cultural heritage within the Tamiang community. This research highlights the dynamics of continuity and change in the *Pencak Silat Pelintau* tradition and its influence on the community's identity. However, the novelty of the current research lies in the fact that the values inherent in *Pencak Silat Pelintau* have not yet been

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integrated as a resource for history education within the Merdeka Curriculum. Therefore, the contribution of this study is the integration of these traditional values as a source for local history instruction.

Building on the background and theoretical framework outlined, this study aims to integrate the traditional values of *Pencak Silat Pelintau* into history education within the Merdeka Curriculum, thereby enriching local history teaching resources. The research focuses on the relevance of linking the traditional values of *Pencak Silat Pelintau* to the curriculum content, as well as addressing the current lack of teaching materials related to this tradition. Specifically, this study aims to integrate the values of *Pencak Silat Pelintau* into history lesson content in the Merdeka curriculum. It is anticipated that the findings of this research will make a significant contribution to the development of curriculum and educational practices in Indonesia.

### **Research Method**

This study employed a descriptive qualitative methodology to comprehensively understand the phenomena related to the *Pencak Silat Pelintau* tradition and its integration into history education within the Merdeka Curriculum (Creswell, 2013). The method aimed to identify, describe, and integrate the traditional values of *Pencak Silat Pelintau* as a source for history learning, based on data collected from field observations and verbal descriptions. The research was conducted in Seruway District and Karang Baru District, as well as in three high schools in Aceh Tamiang District. Then, data were collected using three primary techniques: direct observation of *Pencak Silat Pelintau* practices, structured interviews with purposive sampling of participants (including activists, martial artists, members of Traditional Councils, community leaders, cultural experts, and history educators), and documentation. The documentation included photographs, videos, journal articles, mass media sources related to *Pencak Silat Pelintau*, curriculum books, and history textbooks.

Data analysis was carried out using the model approach proposed by Miles, Huberman, & Saldaña (2014), which involved three main stages. The first stage, data reduction, involved organizing and refining the collected data to identify key patterns and themes related to *Pencak Silat Pelintau* as a source for history learning. This stage focused on sorting the data to ensure that only relevant information was retained. The second stage, data presentation, involved presenting the narratives of the emerging themes in a clear and structured manner. This step explained the connections between *Pencak Silat Pelintau*'s traditional values and their potential as educational resources in history teaching. The final stage consisted of drawing conclusions, where the findings were synthesized and analyzed to integrate the traditional values of *Pencak Silat Pelintau* into the Merdeka Curriculum. This integration was carefully aligned with the curriculum material and addressed the availability of teaching modules and resources as local history learning tools. Through these detailed steps, the study aimed to provide a thorough understanding of how *Pencak Silat Pelintau* could be integrated into the history curriculum to enrich local history education.

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## Results and Discussion

### Dynamics of the Development of the *Pelintau Pencak Silat* Tradition

*Pencak Silat Pelintau* is an integral part of the cultural heritage passed down from the ancestors of the Tamiang people. Officially established in 1953 by Maha Pendidik OK Said bin Unus, a native son of Tamiang, this form of Pencak Silat has undergone substantial development. Maha Pendidik's journey began at a young age, around 15 years old, when he sought knowledge of silat in regions such as Samosir and Siak. Upon returning to Tamiang, he continued his studies under the guidance of Tengku Lotan. In its early stages, Silat Pelintau was taught clandestinely to the Tamiang youth, primarily as a means of self-defense against external threats, particularly during the struggle against Dutch colonial forces. The official recognition of Silat Pelintau in 1953 allowed it to be openly taught to the wider community, marking a significant shift in its practice and accessibility (Hajar, 2015).

The name "Pelintau" originates from the Tamiang language, derived from the words *pelin* and *tau*, which together mean "all-knowing." This reflects the philosophy of comprehensive knowledge applied within the practice of *Pencak Silat Pelintau*. While the tradition follows a series of prescribed movements, flexibility is allowed, with certain variations omitted depending on situational needs. The dedication of Maha Pendidik OK Said bin Unus in promoting *Pencak Silat Pelintau* resulted in the development of skilled and disciplined students. According to an interview with Mr. Arsyad, Chairman of *Pencak Silat Pelintau*, in 1957, the Tamiang *Pencak Silat Pelintau* group had the honor of performing before the first President of Indonesia, Ir. Soekarno, during his visit to Kuta Raja, Banda Aceh. This event highlighted the national recognition of *Pencak Silat Pelintau* as an important cultural practice with historical significance (Arifandi, 2020).

The leadership of the *Pelintau Pencak Silat* Art Studio shifted to Muhammad, more widely known as Nyak Timbang, who served as the second-generation Chairman from 1970 to 1996. Under his guidance, significant changes were introduced to the practice of this martial art. One notable change was the inclusion of women in the traditionally male-dominated Song-song silat practice. This expansion allowed women to learn and practice silat, empowering them with the skills to defend themselves from potential threats. Following Nyak Timbang's tenure, Nukman assumed leadership as the third-generation Chairman from 1996 to 2017. During Nukman's leadership, the *Pelintau Pencak Silat* Art Studio continued to grow and solidify its presence within the Tamiang community.

Since 2017, the leadership of the *Pelintau Pencak Silat* Art Studio has been under the stewardship of Arsyad bin Abdul Halim. Arsyad's leadership has brought a new direction for the studio, focusing on strengthening traditional values while also promoting gender diversity within silat practices. Under his direction, *Pelintau Pencak Silat* performances have incorporated elements of the *Tari Piring* (Plate Dance), offering a refreshing and artistic addition to the martial art. The Plate Dance, typically performed by a group of four to eight female dancers, involves rhythmic movements and the use of small plates, held by each dancer. The dancers wear rings on their fingers, which create a distinctive tapping sound on the plates, adding an artistic dimension to the silat

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performance. This dance is usually presented during special events, such as dance nights or traditional ceremonies, further enriching the cultural experience for the audience (Arifandi, 2020).

The significance of *Pencak Silat Pelintau* for the Tamiang community cannot be overstated, as it carries profound cultural meaning. Mr. Ishak, a cultural activist in Aceh Tamiang, explains that there are two primary forms of martial arts practiced in the local community: *silat rebas terbang* and *silat song-song*. These two forms serve different roles in cultural activities, such as weddings, circumcision ceremonies, and *turun tanah* (earth descending) ceremonies, each conveying unique messages and cultural values. For instance, in the *Silat Rebas Terbang*, there is a ceremonial scene in which a *kelewang* (traditional machete) is used to cut a banana stem. This act symbolizes the martial artist's precision and ability to wield the weapon with great skill.

Further, the interviews with the leadership of *Pencak Silat Pelintau* revealed that *Tari Piring* is frequently presented as supplementary entertainment during performances. The dancers, typically women, use small plates to create a rhythmic sound, enhancing the artistic and cultural appeal of the performance. These dances are usually accompanied by traditional music, including drums, violins, and gongs, which add to the cultural atmosphere. The distinctive attire of the *Pencak Silat Pelintau* practitioners also contributes to the uniqueness of the performance. Male athletes wear black shirts and pants, paired with a blue-green *tengkuluk* (headgear), while female athletes wear a blue hijab along with a red sash. Both male and female athletes are also adorned with yellow *songket* cloth, further accentuating the traditional nature of the practice.

In 2019, *Pencak Silat Pelintau* successfully underwent the verification process and was officially recognized as an Intangible Cultural Heritage (WBTB) of Indonesia. This milestone is a significant achievement in acknowledging the cultural values embedded in *Pencak Silat Pelintau* and its contribution to Indonesia's cultural identity and history (Humas Aceh Tamiang, 2019). With its designation as an Intangible Cultural Heritage, *Pencak Silat Pelintau* is granted legal protection and receives special attention to ensure its preservation and transmission to future generations. Moreover, this recognition enhances the position of *Pencak Silat Pelintau* within the national arts and culture landscape, promoting the unique values at the heart of this traditional martial art to a wider audience.

### **The Values of the *Pelintau Pencak Silat* Tradition**

*Pencak Silat Pelintau*, as an Indonesian cultural heritage, offers more than just self-defense techniques; it incorporates profound local wisdom that is rich in artistic, moral, and ethical values. Local wisdom refers to the collective knowledge and practices embedded in the daily lives of a community or region (Ibrahim, 2023; Noviana, Faizah, Mustafa, Elmustian, Hermandra, Kurniaman, Rusandi, & Situmorang, 2023; Watthanakuljaroen, 2023; Pornpimon, Wallapha, & Prayuth, 2014;). In the case of *Pencak Silat Pelintau*, this tradition transcends mere physical movements, serving as a reflection of life principles such as harmony with nature, respect for others, and courage in facing challenges. Engaging in *Pencak Silat Pelintau* enables individuals not only to acquire

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physical techniques but also to explore the ethical and moral teachings inherent in each movement. Koentjaraningrat (2002) emphasized that culture comprises universal elements such as religious systems, social structures, language, knowledge, technology, art, and livelihoods. This theoretical framework is applied in the exploration of the values of local wisdom embedded in *Pencak Silat Pelintau*. Several key values, such as honesty, discipline, cooperation, simplicity, politeness, courage, and fortitude, are integral to the *Pelintau Pencak Silat* tradition and play a central role in shaping the character of its practitioners.

The value of honesty is a fundamental principle imparted to martial artists within the practice of *Pencak Silat Pelintau*. This value extends beyond the mere mastery of physical movements; it emphasizes that the skills acquired through training must be applied with full responsibility. Practitioners are taught to uphold integrity and truthfulness, not only during training or combat but also in all aspects of daily life. This includes acknowledging both their strengths and limitations, as well as committing to the responsible use of their abilities without resorting to personal gain or immoral behavior. In the educational context, the integration of these values into the curriculum can play a pivotal role in shaping students' character development. By understanding the significance of honesty and integrity, students are better equipped to become responsible and ethical individuals in both their social and professional lives. *Pencak Silat Pelintau*, through its direct and practical approach, provides a moral and ethical framework that enables students to gain a deeper understanding of these values and their importance in everyday interactions.

The value of discipline in *Pencak Silat Pelintau* is central to the development of both the athlete's character and technical proficiency. This principle encompasses regularity and perseverance at each stage of training. Consistent practice is essential for establishing a solid foundation in the martial art, fostering a routine that facilitates continuous growth. Discipline in *Pencak Silat Pelintau* extends beyond physical conditioning; it also incorporates mental and emotional aspects. Athletes are taught to adhere to a structured training schedule, remain committed to the learning process, and approach every movement with dedication and focus. This instills patience, adaptability, and resilience—qualities that empower athletes to persist through challenges. Furthermore, discipline plays a crucial role in the development of self-control and focus. Athletes learn to regulate their emotions and reactions in challenging situations, enabling them to respond thoughtfully and effectively. Discipline also fosters a positive mindset, emphasizing the importance of maintaining steadfast commitment to both goals and core values. Within the practice of *Pencak Silat Pelintau*, discipline serves not only as an endpoint but also as a means to achieve a deeper understanding and mastery of the martial art.

By instilling the value of discipline, *Pencak Silat Pelintau* prepares practitioners to face life's challenges with greater resilience and composure. This practice cultivates a structured approach to life, fostering independence, integrity, and the ability to manage time effectively. Disciplined individuals tend to exhibit greater competency in setting

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priorities, maintaining balance, and managing various life aspects. Through a consistent and dedicated training regimen, athletes learn that discipline is key to achieving both success and wisdom in life, thereby becoming role models within their communities and beyond.

The value of cooperation in *Pencak Silat Pelintau* is embedded in the practice of paired and group movements. This martial art teaches athletes that true strength is not derived solely from individual capability, but from the ability to collaborate effectively with others. Movements designed for execution in pairs or groups emphasize the importance of active listening, effective communication, and synchronized response. Athletes learn not only to understand their partner's movements but also to assume appropriate roles, recognize each team member's strengths and weaknesses, and work towards shared objectives through harmonious cooperation.

The emphasis on cooperation in *Pencak Silat Pelintau* reflects broader values that are highly relevant in both contemporary society and the globalized world. This martial art teaches practitioners to value the contributions of each individual in achieving a collective goal, highlighting that success does not solely depend on physical strength but also on the capacity to collaborate and support one another. In the process of learning and practicing *Pencak Silat Pelintau*, athletes gain valuable experiences that underscore the significance of compromise, trust, and responsibility toward their peers. This environment fosters the development of meaningful friendships, nurtures genuine collaboration, and instills the understanding that greater achievements are often possible when individuals work together as a cohesive unit.

The value of simplicity in *Pencak Silat Pelintau* is a fundamental aspect of this martial art, both in its practice and philosophy. *Pencak Silat Pelintau* encourages practitioners to appreciate the beauty inherent in simplicity, teaching that true appeal lies in essence, rather than complexity. Many of the movements within this martial art are derived from natural actions and principles observed in everyday life. This connection emphasizes the importance of aligning with the natural flow of existence and accepting things as they naturally unfold. Practitioners are trained to recognize the efficiency and elegance of simple movements, which not only serve practical purposes but also possess intrinsic beauty.

Furthermore, *Pencak Silat Pelintau* imparts a profound lesson about appreciating the simple aspects of life. In a world often dominated by complexity and materialism, this martial art serves as a reminder that fulfillment can be found in a life free from excessive adornment. The value of simplicity encourages practitioners to reflect on what is truly important, to cultivate gratitude for the ordinary, and to derive satisfaction from that which is often overlooked. Through its practice, *Pencak Silat Pelintau* teaches local wisdom that emphasizes balance by seeking simplicity and avoiding unnecessary complications. In this way, the practitioner internalizes simplicity as an essential foundation for living a life that is wiser, more meaningful, and more connected to a deeper essence.



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The value of politeness in *Pencak Silat Pelintau* is grounded in the principles of honor and respect, which are integral to cultural identity. These principles form the bedrock of the martial art's practice, guiding athletes in their educational journey. The expression of respect is notably reflected in the salam sembah movement, an essential gesture that symbolizes harmony within the practice and acknowledges human limitations. Typically performed at the beginning and end of training sessions or matches, the salam sembah gesture holds deeper significance beyond its physical execution. It is a tangible expression of respect for the educators who impart knowledge and experience, for fellow athletes who act as training partners, and for the time-honored traditions that have shaped the martial art over generations.

This movement exemplifies the values of Indonesian culture, which holds the knowledge and position of predecessors in high regard. Furthermore, the salam sembah teaches athletes the importance of maintaining proper position and harmony during practice, reinforcing the idea that martial arts is not solely a competitive endeavor but also a form of respect for the broader environment. The final greeting gesture, which symbolizes humility and an apology to the educator, audience, and fellow participants, reflects the athlete's openness to learning and growth. Through these actions, *Pencak Silat Pelintau* imbues every practice and match with deeper meaning. Athletes not only refine their physical skills but also cultivate a character rooted in honor, respect, and awareness. By acknowledging the importance of respect for their teachers, peers, and cultural heritage, practitioners embody the true spirit of self-defense.

The values of courage and fortitude are integral to the foundation of *Pencak Silat Pelintau*. This martial art extends beyond the mastery of physical movements to focus on the development of robust mental and emotional qualities. These principles support the practitioner in confronting the physical and psychological challenges inherent in training, which demand both resilience and determination. Courage and fortitude are two complementary attributes within the martial art. Courage is essential for facing new challenges, overcoming fear, and seizing opportunities for growth. Silat practitioners must possess the courage to attempt unfamiliar movements, endure rigorous training, and approach competition with a relentless spirit.

Fortitude plays a critical role in sustaining commitment and enthusiasm, even in the face of adversity. The demands of intense physical training and ongoing skill improvement require fortitude to persist without faltering. Silat practitioners learn to face obstacles with determination, recognizing that the journey toward mastery is often fraught with difficulty. The values of courage and fortitude in *Pencak Silat Pelintau* extend beyond the training hall, offering a broader paradigm for confronting challenges in life. These values not only support practitioners in overcoming hurdles within the martial art itself but also positively influence all aspects of their lives. By embracing and internalizing these values, athletes become stronger both physically and mentally, ready to face life's challenges with unwavering confidence and determination.

In conclusion, *Pencak Silat Pelintau* is more than just a martial art; it is a holistic system for character development. The values of courage, fortitude, cooperation, and respect for tradition imparted through this practice provide a solid foundation for

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practitioners to approach life's challenges with confidence and integrity. This martial art shapes individuals who are not only physically capable but also rich in moral and ethical values, equipped to make positive contributions to society while preserving their cultural heritage with pride and respect.

### **Integration of *Pelintau Pencak Silat* Tradition Values as a Source for Local History Learning**

History education plays an integral role in the Senior High School (SMA) curriculum, particularly within the framework of the Merdeka Curriculum. This form of learning emphasizes the study of significant historical events that have shaped the origins, evolution, and pivotal roles of Indonesian society and its nation. The overarching goal of history education is to contribute meaningfully to the development of society and the state (Fontaine, Hamel, Lepage, & Bernier, 2023; McDonagh, Brookes, Smith, Worthen, Coulthard, Hughes, Mottram, Skinner, & Chamberlain, 2023; Pinchas-Mizrachi, Zalcman, Bakshi, & Romem, 2024; Rahimi, Clyde, & Nisenson, 2024). The primary objectives of history education are to foster students' understanding of their national identity, to cultivate patriotism, and to provide a foundation for critical analysis of historical events. These aims align with the principle of *Bhinneka Tunggal Ika* (Unity in Diversity) and the development of a shared collective memory (Syahputra, Dhowi, Sianipar, Ali, & Sriherlambang, 2023; Rachman, Putro, Rusandi, & Situmorang, 2024). In the context of the Merdeka Curriculum, history education incorporates elements of both local wisdom and broader historical narratives (Depdikbud, 2022). Through fieldwork and document analysis, it has been observed that the integration of the traditional values of *Pencak Silat Pelintau* into history education, specifically in Phases E (for Grade X) and F (for Grade XI), proves to be highly relevant. This integration aligns with the focus on historical periods such as the Islamic Kingdoms of Indonesia, colonialism, and the resistance movements of the Indonesian nation. The Merdeka Curriculum's learning goals emphasize two key elements: the understanding of historical concepts and the development of students' analytical skills. *Pencak Silat Pelintau*, a traditional martial art regularly practiced in Aceh Tamiang Regency—particularly in the Seruway and Karang Baru districts—embodies a series of activities rich in meaning and significance. These activities offer not only physical discipline but also mental and ethical development, which are deeply rooted in the local culture. Integrating the *Pencak Silat Pelintau* tradition into history education enhances the relevance and depth of learning, providing students with a more comprehensive understanding of local history and culture.

In Phase E, by the conclusion of Grade X, students are expected to have a foundational understanding of historical concepts, alongside an introduction to the values embedded in the *Pencak Silat Pelintau* tradition. The integration of these values within the history curriculum serves to enrich the students' learning experiences, facilitating character development through both physical and mental practices associated with the martial art. Additionally, by employing historical research methods, students can explore and appreciate the role of *Pencak Silat Pelintau* in shaping local history. This not only enhances their historical understanding but also provides them with a more profound connection to their cultural heritage. Then, in Phase F, where Grade XI students delve deeper into historical analysis, the integration of the *Pencak Silat Pelintau* tradition

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continues to be of significant value. At this advanced stage, students are encouraged to apply the traditional values learned from *Pencak Silat Pelintau* to the analysis of broader historical events at the local, national, and global levels. This practice not only deepens their appreciation for local cultural heritage but also fosters a nuanced understanding of how local histories intersect with larger national and global narratives. Thus, the integration of *Pencak Silat Pelintau* values into history learning not only enriches the cultural dimension of history education but also fosters a more holistic understanding of history. Students develop a deeper awareness of their historical roots and their role in broader societal contexts. This integration ultimately contributes to a more well-rounded, culturally aware, and critically engaged generation of learners, equipped to navigate both the complexities of their local traditions and the interconnectedness of global historical processes.

In the context of the Merdeka Curriculum, the learning topics of the Islamic Kingdoms and Colonialism and the Resistance of the Indonesian Nation provide an appropriate platform to integrate the stories and values embedded in the *Pencak Silat Pelintau* tradition. By aligning these subjects with the local cultural context, history learning can become more relevant and engaging, offering students a deeper insight into the rich cultural heritage of Aceh, particularly Aceh Tamiang. This integration not only enhances the historical curriculum but also provides a meaningful and dynamic learning experience for students. The incorporation of the *Pencak Silat Pelintau* tradition into these historical topics is expected to infuse the history curriculum with a significant local dimension, fostering a more comprehensive understanding of both history and cultural diversity in Indonesia. The inclusion of the local wisdom values inherent in *Pencak Silat Pelintau* as a resource for historical learning adds a rich, multidimensional layer to the study of Indonesian culture and traditions. *Pencak Silat Pelintau* is not merely a form of martial art; it is also regarded as a custodian of profound cultural values and historical narratives that have shaped the identity of its community. According to feedback from history teachers, this tradition holds immense educational value as it teaches discipline, cooperation, courage, and respect for others—all of which are crucial for the development of students' character. Teachers also recognized that *Pencak Silat Pelintau* could serve as an effective medium to introduce local wisdom values, which have often been underrepresented in the curriculum to date.

In the context of historical learning, research on *Pencak Silat Pelintau* transcends the study of physical movements and delves into its cultural heritage, moral principles, and the worldview it encapsulates. Through this integration, students are encouraged to explore the narratives embedded within the techniques and movements of *Pencak Silat Pelintau*. Teachers noted that this martial art offers insights into local wisdom, enabling students to understand and navigate the complexities of changing times while internalizing the traditional values passed down through generations. Consequently, *Pencak Silat Pelintau* is not just an ordinary martial art but a living testament to the sustainability of local wisdom, playing a crucial role in shaping students' character and cultural identity in a holistic manner.

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Field analyses and document reviews further reinforce that the values of the *Pencak Silat Pelintau* tradition can be seamlessly integrated into the Merdeka Curriculum as a resource for history learning. Specifically, the topics of the Islamic Kingdoms in Phase E and Colonialism and the Resistance of the Indonesian Nation in Phase F are seen as ideal forums for harmonizing the historical narratives and values inherent in the *Pencak Silat Pelintau* tradition. By embedding the traditional values of *Pencak Silat Pelintau* into the history curriculum, students gain an enriched understanding of history while applying these local wisdom values to interpret historical events. This approach aligns with the goals of the Merdeka Curriculum by fostering a deeper connection between students' cultural heritage and their academic exploration of history.

## Conclusion

This study highlights the significant potential of integrating the local wisdom values inherent in *Pencak Silat Pelintau* into the Merdeka Curriculum as a valuable source of historical learning. By aligning the traditional values of *Pencak Silat Pelintau* with the history topics of the Islamic Kingdoms in Phase E and Colonialism and Indonesian National Resistance in Phase F, this approach not only enhances students' understanding of historical events but also fosters a deeper connection with their local cultural heritage. The study demonstrates that *Pencak Silat Pelintau*, beyond being a form of martial arts, embodies a rich repository of moral and ethical principles, including honesty, discipline, cooperation, simplicity, politeness, courage, and fortitude. These values, when integrated into history education, contribute to the holistic development of students, shaping both their cognitive understanding of history and their socio-emotional competencies.

The integration of *Pencak Silat Pelintau's* local wisdom into history learning offers several key benefits. First, it enables students to appreciate history as a dynamic, living narrative that is not merely confined to textbooks but is deeply connected to the cultural practices and local wisdom that have shaped the national identity. Second, it encourages the internalization of values that go beyond academic knowledge, fostering personal development and ethical conduct in students. As a result, history lessons become more relevant, engaging, and meaningful, as they provide students with the tools to not only understand historical events but also to apply lessons learned to contemporary life challenges. However, this study also acknowledges certain limitations. One key constraint is the scarcity of comprehensive historical sources regarding the *Pencak Silat Pelintau* tradition, which poses challenges for fully exploring its historical context and significance. Additionally, while this research emphasizes the potential integration of traditional values into the Merdeka Curriculum, further empirical studies are needed to assess the practical implementation of this integration in classrooms and its impact on student outcomes.

The findings of this research suggest that the Merdeka Curriculum can be enhanced by incorporating traditional local wisdom, particularly in the teaching of history. Educators are encouraged to consider *Pencak Silat Pelintau* as a powerful tool for not only enriching history education but also for cultivating a deeper sense of cultural pride

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and social responsibility among students. By integrating such traditions, schools can bridge the gap between historical knowledge and local identity, fostering a more inclusive and culturally sensitive curriculum. In addition, teachers can use the values embedded in *Pencak Silat Pelintau* to promote a character education framework that aligns with the broader goals of the Merdeka Curriculum, which emphasizes holistic student development.

Given the importance of integrating cultural traditions into national educational frameworks, future research should focus on evaluating the practical applications of incorporating *Pencak Silat Pelintau* into various stages of the Merdeka Curriculum. Longitudinal studies could explore the long-term impact of such integration on students' academic performance, personal development, and cultural awareness. Additionally, research into the development of appropriate teaching materials and pedagogical strategies for effectively integrating *Pencak Silat Pelintau* into the curriculum would be valuable. Further investigation into the historical roots and evolution of the *Pencak Silat Pelintau* tradition itself is necessary to provide a more comprehensive understanding of its role in shaping local and national identity.

This study is limited by the lack of extensive historical documentation on the *Pencak Silat Pelintau* tradition, which constrains the depth of historical analysis possible. While the integration of *Pencak Silat Pelintau* into history education appears promising, the availability of resources to support this integration remains a challenge. Moreover, this study focused on a specific region, Aceh Tamiang, which may limit the generalizability of the findings to other areas of Indonesia. Future studies could address these limitations by examining the traditions of other regional martial arts and their potential for integration into national education curricula.

In conclusion, the integration of *Pencak Silat Pelintau's* local wisdom values into history learning presents an innovative and meaningful way to enhance the Merdeka Curriculum. This approach not only enriches students' understanding of history but also fosters the development of essential character traits that are vital for students' personal and social growth. By connecting historical content with local traditions, this integration cultivates a deeper sense of identity and pride in students, allowing them to view history through a lens that appreciates both the past and present contributions of their cultural heritage. It is hoped that future research and educational reforms will continue to explore and expand the inclusion of traditional values in the curriculum, further enriching Indonesia's educational landscape.

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## Ethical Statement

This research followed ethical guidelines to ensure integrity and respect for participants. Informed consent was obtained from all participants, and participation was voluntary with the option to withdraw at any time. Confidentiality was maintained by anonymizing all personal data. The study was conducted with cultural sensitivity, respecting the traditions of *Pencak Silat Pelintau*. It aimed to benefit communities by promoting local heritage and integrating traditional values into the Merdeka Curriculum. Finally, the research was approved by relevant ethical review boards to ensure compliance with academic standards.

## CRedit Authorship Contribution Statement

- **Author 1:** Designed and supervised the study, oversaw data collection, and wrote the introduction, methodology, and conclusion sections of the manuscript.
- **Author 2:** Provided expertise on *Pelintau Pencak Silat*, assisted in fieldwork and interviews, and contributed to the sections on cultural context and curriculum integration.
- **Author 3:** Conducted data analysis, interpreted results, and contributed to the manuscript sections on data presentation and the application of findings to local history education.

## Conflict of Interest

The authors declared no conflict of interest.

## Data Availability

The data are available upon request..

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