



# Integrating Local Wisdom into the Thai Curriculum: Enhancing Student Engagement and Cultural Awareness

**Yarinda Wangkamhan, Kannaphat Nachaisin,  
Phrakhrupunyasarapinit (Theerawut Surapinit)**

Mahamakut Buddhist University, Kalasin Buddhist College, Thailand.  
E-mail: [manadsanan454533@gmail.com](mailto:manadsanan454533@gmail.com)

Received: 01 September 2024; Revised: 19 September 2024; Accepted 26 September 2024  
© The Author(s) 2024

## Abstract

Integrating local wisdom into Thai education plays a crucial role in enhancing student engagement and cultural awareness. This study explores how incorporating traditional knowledge and community practices in the curriculum fosters a deeper connection between students and their cultural heritage while also improving their critical thinking skills. The research highlights the benefits of aligning academic content with locally relevant knowledge, demonstrating that students exhibit increased motivation and active participation in their learning experiences. Furthermore, the study examines the challenges faced in implementing local wisdom in education, such as institutional resistance and the need for teacher training. The findings suggest that educational policies should support curriculum adaptation that balances traditional and modern educational frameworks, ensuring cultural preservation and academic excellence. By integrating local wisdom, students develop a strong sense of identity, social responsibility, and a broader understanding of their heritage in a rapidly globalizing world. The research provides practical recommendations for educators and policymakers to design inclusive learning environments that bridge traditional and contemporary knowledge systems, ultimately fostering a more meaningful educational experience.

**Keywords:** Local wisdom, Thai curriculum, student engagement, cultural awareness, education policy

## 1. Introduction

Adding local wisdom to the Thai education system is not just an upgrade but an essential step for building better cultural awareness and involvement among students. Thailand's rich history and various ethnic backgrounds offer important resources that can greatly influence teaching methods. By including local knowledge in the curriculum, teachers can foster a learning space where students relate personally to their heritage, promoting pride and belonging. This method not only grabs students' attention but also enhances critical thinking skills, as students engage with their cultural stories and consider modern social issues. As a result, local wisdom acts as both a source of traditional knowledge and a flexible structure for students to investigate their identities while gaining a deeper understanding of their society. The possible advantages of this integration deserve careful thought in educational reform efforts.

Local wisdom in Thailand is a big collection of native knowledge, cultural habits, and values that are distinct to different communities around the country. It includes traditional ideas

about nature, farming, and social relationships that have been improved over many years. Local wisdom is important because it links people to their heritage, which builds a sense of identity and community. For example, adding local wisdom to education shows how important it is for raising cultural understanding and getting students involved. By putting these community-based insights into teaching, educators can help improve critical thinking and problem-solving abilities in students while also increasing their respect for Thai culture. The positive feedback from primary education teachers on the use of local wisdom indicates that this approach not only makes learning better but also meets the urgent need for an education system that is more relevant to Thailand's varied cultural background.

Cultural awareness in education is an important part for creating an inclusive learning space that honors and values different viewpoints. By adding local knowledge to the Thai curriculum, teachers not only improve students' academic experiences but also help build critical thinking and empathy. Learning about different cultural stories allows students to see their own biases and assumptions, which leads to a deeper understanding of how the world is connected. When teachers highlight the importance of cultural context, they allow students to connect more effectively with the material, improving their analytical skills and creativity in solving problems. This connection encourages students to see links between their own cultures and the wider society, showing that cultural awareness is not just an academic goal but also a key part of social unity and empathy in a more globalized world (Collectif, 2018).

The Thai curriculum today shows a complicated approach that focuses on standardized learning results but has been criticized for ignoring local wisdom and cultural importance. It is important to add local knowledge to the curriculum because this boosts student interest and helps them connect more with their cultural backgrounds. For example, a model for managing local wisdom emphasizes community participation and knowledge sharing, and this can help make learning better in Thai primary schools (Taweewat Watthanakuljaroen, 2023). Additionally, information from Fatoni University shows that more teachers feel it is important to include Islamic views in educational structures, highlighting the need to modify curricula to fit different local situations and histories (Solihah Hayeesama-ae, 2023). By connecting educational goals with local realities, the Thai education system can develop not only knowledgeable people but also culturally aware citizens who can successfully operate in a globalized society.

The use of local knowledge in education helps to make the curriculum better and builds a stronger link between students and their cultural backgrounds. By adding local wisdom into lessons, teachers can make learning feel more relevant and personal for students, which boosts their interest and encourages them to get involved in their communities. Research on knowledge management in schools shows that using local wisdom can greatly enhance teaching methods and learning results, leading students to gain important 21st-century skills like working together and thinking critically (Taweewat Watthanakuljaroen, 2023). Additionally, bringing Islamic views into education demonstrates that both teachers and students gain from learning environments that are based on their context, underlining the need for educational content to reflect local customs and values (Solihah Hayeesama-ae, 2023). In the end, including local knowledge not only helps maintain cultural identity but also fosters a feeling of belonging and responsibility in students.

Student engagement in the classroom often depends on how relevant the material is to their own lives. Local wisdom, which is based on community traditions and practices, gives a rich and relevant context that connects with students. This connection boosts their motivation to learn. By linking academic content with local cultural knowledge, teachers create a learning space where students can see how their studies apply to their everyday experiences. As students look into their cultural heritage and the wisdom it holds, they develop a sense of belonging and identity, which is important for their educational progress. In addition, this blend enhances

critical thinking, as students look at local views alongside broader global ideas, fostering a deeper understanding of their world. This educational approach not only expands students' knowledge but also keeps them engaged and encourages a strong respect for their cultural environment (Collectif, 2018).

## 2. The Role of Local Wisdom in Education

While traditional education systems often focus on standard curricula, adding local knowledge to educational structures, especially in Thailand, offers a strong chance to improve student interest and cultural understanding. Using local wisdom helps create a setting where students can connect with their own culture, as shown by findings that point out teachers and students see local ties as vital skills for the 21st century (Taweevat Watthanakuljaroen, 2023). When educational materials are inspired by the rich local traditions and practices, it helps develop respect for diverse cultures and gives students useful problem-solving skills based on their own communities. As seen in the perception study from the Faculty of Education, Fatoni University, there is an increasing acknowledgment of the advantages of including Islamic viewpoints in educational programs, which indicates a similarity in the significance of local knowledge in addressing modern educational challenges (Solihah Hayeesama-ae, 2023). In the end, local wisdom is key in creating a more involved, culturally conscious, and skilled student population ready to face a more globalized world.

The background of local wisdom in Thailand shows a complex mix of ideas formed by native customs, cultural practices, and social beliefs. Over hundreds of years, different ethnic groups in the kingdom have created their own ecological insights and sustainable methods that show a deep connection to their surroundings. This local wisdom includes farming methods, healing knowledge, and views on community living that families have usually passed down through time. As Thailand quickly moves toward modernity, it is important to include this wisdom in today's education systems to help students feel a sense of identity and belonging. By connecting local knowledge with national school programs, educational organizations can promote cultural preservation and help students value their heritage, which can improve their participation and cultural understanding. This approach is in line with wider global movements that recognize indigenous knowledge as an important part of education in varied societies (Collectif, 2018).

In Thai culture, local knowledge shows up in different ways and greatly affects education and community life. For instance, using old farming methods, like those for rice in northern Thailand, highlights the importance of living sustainably and taking care of the environment. These methods show a clear understanding of the land and its seasons, offering essential learning experiences for students. Moreover, local knowledge also involves community learning, where kids join in traditional festivals and ceremonies. This helps strengthen their cultural identity and builds a sense of community. Adding these aspects into school programs not only makes learning more interesting for students but also helps them appreciate their cultural background more. This focus on local knowledge aligns with research that supports the benefits of including local information in education, particularly in studies about educational practices in Thailand (Taweevat Watthanakuljaroen, 2023) (Solihah Hayeesama-ae, 2023).

Putting local knowledge into schools really helps shape student identities, promoting belonging and cultural continuity. By adding indigenous knowledge and practices to lessons, schools build a setting for students to think about their heritage and roles in society. This view not only supports their cultural stories but also boosts their critical thinking as they connect traditional values with modern life. Local wisdom also acts like a link to their ancestors, helping them take pride in their cultural roots, while creating a welcoming space for different identities. Plus, recognizing and valuing local stories brings peers together, strengthening community

bonds and shared identity. Thus, using local wisdom is crucial in developing well-rounded individuals who understand their cultural identity deeply and respect the diverse nature of society (Collectif, 2018).

Putting local wisdom into school subjects helps keep cultural identity alive and also provides a key resource for improving critical thinking and problem-solving skills in students. When students connect with the various knowledge found in their communities, they gain a better understanding of real-world issues, which builds their sense of agency and creativity. For example, research shows that using local wisdom can significantly enhance teaching effectiveness, with primary education teachers viewing local knowledge as crucial for instruction (cite19). Additionally, actively exploring local situations promotes teamwork among students, which has been proven to lead to better learning results. Furthermore, dealing with the challenges of including Islamic views in education points to a larger need for including different types of knowledge, supporting tailored methods and training that strengthen students' engagement with local wisdom. Therefore, local wisdom is not just information, but also a driving force for critical inquiry and innovative problem-solving in education.

The comparison of local knowledge with global teaching methods shows important chances to improve school programs. While today's education often focuses on standardized tests and a one-size-fits-all model, local knowledge includes special cultural stories and hands-on learning that can boost student interest. For example, using traditional Thai storytelling could go well with modern teaching methods, helping students not just understand but also think critically. This mixture allows for a deeper grasp of the subject, enabling students to connect what they learn to their cultural backgrounds. Additionally, this approach supports inclusivity, prompting students from various backgrounds to share their cultural viewpoints and stories in class. In the end, merging local knowledge with global teaching practices builds a lively learning space that fosters both cultural understanding and academic strength, getting students ready to succeed in a more connected world (Collectif, 2018).

### **3. Benefits of Integrating Local Wisdom into the Curriculum**

Adding local wisdom to school programs makes students more engaged and helps them appreciate their cultural identities better. By using indigenous knowledge and practices, students find relevant context that connects learning to their own lives and communities. This relevance is important today, as global education often misses the special histories and ways of understanding that are important to local people. Using local stories, traditions, and environmental practices not only recognizes students' experiences but also encourages critical thinking as they look at these teachings within broader societal ideas. Also, this method helps build pride and responsibility for one's heritage, promoting commitment to community development and sustainability, which traditional teaching methods often ignore. In the end, including local wisdom in the curriculum can lead to powerful educational experiences that honor, maintain, and improve upon current cultural practices (Gregory A. Smith et al., 2014).

Using relatable content from local settings, teachers can greatly improve student interest and help them understand cultural significance in their learning. When students see materials that mirror their lives, customs, and community values, they are more likely to connect with the curriculum, which boosts motivation and participation. This connection between what is taught and students' real-life experiences fosters a feeling of belonging in the classroom and allows learners to view how their studies relate to real-life situations. Additionally, by including local knowledge and stories in the lessons, teachers can promote critical thinking and discussions that emphasize the value of cultural heritage, thereby enhancing the educational experience. In the end, this method not only increases engagement but also develops a deeper appreciation for cultural identity and diversity in the learning space (Charlotte Gunawardena et al., 2018).

Bringing local wisdom into school programs helps students understand their culture better, giving them a clear view of their heritage and its importance globally. This method turns vague cultural ideas into real-life experiences, letting students interact with their local surroundings. By looking at traditional customs, stories, and local histories, students grow to appreciate their cultural roots and develop critical thinking skills as they work through different cultural stories. Shifting to hands-on learning helps students feel more connected to their lessons, which improves both their involvement and memory of the information. Additionally, as students learn more about culture, they become ready to engage in a diverse society, building empathy and respect for other viewpoints. In the end, this teaching method makes the learning experience better and supports a more open environment, which is vital for training future leaders who value cultural diversity (Collectif, 2018).

Making a supportive space where students feel they belong is very important for their learning and social growth. Adding local knowledge into the Thai curriculum helps increase cultural understanding and builds strong ties between students, teachers, and the broader community. When students connect with their local culture, they create a common identity that boosts their emotional health and pushes them to do well academically. This feeling of community can close the gap between generations, helping younger people appreciate traditional wisdom while prompting older ones to see and value youth viewpoints. Also, when local culture is part of the education system, students are more involved in a shared story instead of just receiving information, which strengthens their dedication to their community and preserves cultural values over time. Therefore, schools that focus on this combined approach create a tighter and more active community, which is good for everyone involved (Gregory A. Smith et al., 2014).

Teaching about caring for the environment in school subjects helps students understand local ecosystems better and enables them to deal with important sustainability challenges. By combining traditional ecological knowledge with sustainable methods, educational programs can build a sense of duty among students towards nature. This connection to local knowledge, especially in Thailand, helps students value their cultural history while also giving them useful skills for protecting the environment. This method fits with modern educational aims that focus on critical thinking and problem-solving, creating involved citizens ready to face environmental issues. Adding these ideas into the curriculum not only makes lessons more engaging but also deepens awareness of ecological connections, thus improving care for both local and global environments (Collectif, 2018). With this combined approach, the Thai curriculum can act as an example for blending cultural awareness with sustainable practices in education.

Putting local knowledge into the Thai school program helps students understand their culture better and boosts both their grades and interest in learning. By using Virtual Learning Communities (VLC) to share knowledge, as shown in studies like (Taweewat Watthanakuljaroen, 2023), teachers can create learning spaces where local and global ideas come together. This method supports teamwork among students, as they connect with their cultural background while gaining important skills for the 21st century. Additionally, looking at how academic staff view the inclusion of Islamic knowledge, as noted in (Solihah Hayeesama-ae, 2023), shows that having relevant cultural material is linked to increased student interest. When students find their cultural stories in what they study, they become more engaged, which improves their learning results. Therefore, a school program that effectively combines local knowledge with current teaching methods not only boosts academic performance but also raises students' motivation to learn.

#### **4. Challenges and Considerations**

Putting local wisdom into the Thai curriculum brings many challenges that teachers

must deal with, including resistance from institutions and practical issues. One main factor is the current educational system, which often emphasizes national standards and standardized testing rather than local content. This makes it hard for teachers who want to include traditional knowledge since they lack support from school management. Also, limited resources and training can make it hard to teach effectively; many teachers may not know how to present these subjects or may feel unsure about connecting local wisdom with students. Additionally, there is a risk of misrepresenting culture if teachers who do not fully understand local practices try to teach them in a shallow way. A careful approach that includes true understanding and respect is critical for success (Collectif, 2018). Tackling these problems is important for encouraging meaningful student engagement and improving cultural awareness in the curriculum.

Resistance from teachers and policy makers often comes from old educational views that value standardized programs more than incorporating local knowledge. Many teachers worry that adding local wisdom could weaken academic standards, thinking that traditional methods prepare students better for competing globally. This feeling is strong in places like Thailand, where strict national education rules can limit creativity and adaptability in teaching. Policy makers are also hesitant to accept local wisdom because they fear it might make implementing policies and measuring success more difficult. Also, the cultural focus on group unity, as discussed in (Supitsara Sornsaensuk, 2023), can make teachers hesitant to question accepted practices, afraid of negative reactions from colleagues or superiors. Therefore, to break down these barriers, it is essential to deal with both the theoretical and practical aspects of including local wisdom, linking it to wider educational aims, and creating a setting that supports joint exploration of culturally significant teaching methods.

Putting local knowledge into set education systems is tricky. It involves keeping cultural identity while meeting curriculum requirements. For instance, in Indonesia, rice is not just food but also a part of cultural identity and security. Adding local farming methods to teaching materials can help students connect and learn about their culture (Dr. Dani Lukman Hakim et al., 2024). In Thailand, teachers in global programs face the idea of global citizenship, mixing local views with worldwide education goals. Their methods, such as hands-on learning and focusing on social responsibility, show good ways to align local stories with standard needs (Supitsara Sornsaensuk, 2023). Finding this balance is crucial for making a curriculum that connects to students' cultural backgrounds, improving education results and cultural understanding in a more connected world.

In a world that is more connected than ever, the danger of cultural sameness is a big issue in creating school programs, especially when local knowledge is ignored for standard education models. This situation can weaken the special cultural identities that make different educational settings vibrant, as shown by the conflict that can arise between global trends and local customs. When school programs focus on a one-size-fits-all approach, typical in Western-centered education, local knowledge - such as that related to the Ti-Tzu ten-hole bamboo flute from Sichuan Province - often gets pushed to the side, resulting in a loss of cultural heritage (Qiang Wang et al., 2024). On the other hand, including local wisdom in school programs not only increases student interest but also builds cultural awareness, helping students value their heritage in a global setting. The AAICE conference stresses that curriculum design should include local content to prevent sameness and support a diverse approach to education that respects all cultural inputs (Rino Ricardo et al., 2023).

Teacher training is very important for successfully adding local wisdom into the lessons, as teachers need both teaching skills and cultural knowledge to manage this complicated job. Without specific professional development, teachers might find it hard to include indigenous knowledge and practices in their classrooms, which can lessen the expected benefits on student interest and cultural understanding. Also, having the right resources - like

lesson plans with local stories or tools to showcase community practices - can greatly help a teacher present material in a genuine and relatable way. This connection between teacher readiness and available resources matters a lot, as it creates a learning environment where students can connect what they learn with their cultural background, leading to a better understanding of who they are. Putting money into teacher training and resources is not just helpful; it is necessary for developing a curriculum that connects with students and respects local culture, resulting in a fuller educational experience (Collectif, 2018).

It is important to recognize that students come from different backgrounds and experiences to create a welcoming learning environment. Adding local knowledge into the Thai curriculum respects cultural history and shows appreciation for the different stories that students share in class. This way, teachers can use the unique experiences of students as a basis for learning, promoting respect and involvement. By bringing in stories, traditions, and customs from local areas, teachers can develop a curriculum that reflects students' real lives, leading to stronger connections with the lessons. This approach not only boosts cultural understanding among students but also values their different viewpoints, making the learning experience better for everyone. Therefore, making an effort to address these varied backgrounds helps not only in academic achievement but also in building a more united and understanding school community (Gregory A. Smith et al., 2014).

## 5. Case Studies and Successful Implementations

The study of case examples shows that putting local knowledge into school programs greatly increases how involved students are and their understanding of culture. For example, a good case in Thailand included projects where students teamed up with local craftsmen, which helped them value traditional crafts and methods better. This hands-on learning connected what they learned in class with real-life situations and highlighted why cultural heritage matters in education. Also, surveys done after these projects showed a clear rise in student excitement and grades, showing the good impact of these integration efforts. Local knowledge acts as a valuable teaching tool and helps build a sense of identity and community among students, which is important in today's global world. These successful examples stress the need to include local stories in the curriculum to make learning experiences and outcomes better (Collectif, 2018).

In Thailand's education scene, some cases show where local wisdom has been added to school programs, leading to better results for students and the community. For example, a program in Chiang Mai, located in the northern region, demonstrates how local farming methods and traditional crafts have been used in lesson plans, changing classrooms into active spaces of cultural heritage. By involving students in hands-on activities with local craftspeople, teachers not only help students understand these crafts practically but also build a deep appreciation for their cultural importance. Furthermore, schools that have used these methods see more student involvement and improved academic results, indicating that local wisdom is an essential tool for making education more relevant in today's globalized society (Collectif, 2018-07-03). Therefore, these examples highlight the capability of local wisdom to connect academic learning with cultural identity, helping to create a more complete education system.

Changes in the curriculum in certain Thai areas show important moves towards including local wisdom, which reflects a larger goal to boost student involvement and cultural understanding. These changes highlight the need to match educational systems with the specific social and cultural settings of different communities. For example, looking at how hands-on learning that includes regional traditions and local knowledge is being used, teachers in the northern areas have started to support an education model that is based on students' real-life experiences. As noted in (Charin Mangkhang et al., 2020), the emphasis on Miang, a local plant, provides a strong example of how learning tied to the area can increase both

environmental understanding and cultural respect, helping to create eco-conscious citizens. On the other hand, the more general ideas of global citizenship mentioned in (Supitsara Sornsaensuk, 2023) show that curriculum changes need to not only incorporate local aspects but also engage with wider global challenges, ensuring an educational approach that is both relevant to the local context and aware of global issues.

Looking at student feedback and engagement data from different case studies shows important insights about how well local knowledge is included in Thai education. Metrics like participation rates and how often students interact suggest that students are more interested when learning materials have local cultural elements. Feedback tools like surveys and group discussions support this, as students frequently express a stronger connection to the content that relates to their own culture and community. The mix of data from numbers and personal experiences highlights the need to add local wisdom into the curriculum, both to raise cultural awareness and to help students feel more invested in their learning. Taking a complete approach to curriculum design could result in better academic results and richer learning experiences for students across Thailand, showcasing the important role of culturally relevant teaching in today's education (Susan M. Drake et al., 2004).

Bringing community involvement into curriculum design helps make education more relevant and creates a feeling of ownership for students and teachers. Using local knowledge and cultural resources makes curricula better match the real lives and identities of students, leading to more engagement and deeper understanding. For example, teachers who are not from Thailand said that using Content-Based Instruction (CBI) greatly helped their students' language skills and made them feel more confident speaking English as a second language (Maschanok Sukkhatpattava, 2023). This connection between the curriculum and community resources can result in more valuable educational results. In addition, teachers in international programs highlighted the need for global citizenship to blend with local identity, discovering that students felt more motivated when curricula included both global and local themes (Supitsara Sornsaensuk, 2023). Therefore, getting the community involved is a key factor in creating effective curriculum designs that build cultural awareness and boost student engagement.

Examples from around the world show that tying local knowledge into education often depends on how relevant it is to the context and how much the community is involved. Programs that mix local understanding into what is taught not only boost student interest but also promote a better understanding of culture, as seen in various global institutions. For example, a study at Fatoni University found that teachers had positive views about including Islamic perspectives in their courses, which led to high student involvement and relevance (Solihah Hayeesama-ae, 2023). Additionally, research on university lecturers in Thailand about global citizenship shows that adding local elements, like cultural understanding, to the curriculum supports a well-rounded educational method (Supitsara Sornsaensuk, 2023). These cases highlight that effective integration needs clear definitions, appropriate frameworks, and the adjustment of teaching methods to fit both the local community's wisdom and the worldwide educational environment. By following a similar strategy, Thai schools can create more meaningful educational experiences that connect with students' cultural identities.

## 6. Conclusion

Putting local knowledge into the Thai school curriculum is an important move to create a student body that is more involved and aware of their culture. By including traditional knowledge and practices in teaching, teachers can help students feel a connection to their identity and community, which boosts their motivation to learn. This method not only develops critical thinking and problem-solving abilities but also deepens students' understanding of Thailand's social diversity. Therefore, local wisdom is an important educational tool that links

students to their roots and helps them tackle modern issues using solutions based in their culture. The advantages of this integration go beyond grades, as students become more thoughtful individuals who can appreciate and carry on their local traditions while also accepting global ideas. In conclusion, successfully adding local wisdom to the curriculum is key to raising informed, responsible citizens who can make valuable contributions to society (Collectif, 2018).

Incorporating local knowledge into the Thai education system is a key approach for boosting student interest and awareness of culture. Researchers point out that using local knowledge not only makes the curriculum better but also connects with students' real-life experiences, which helps them learn more deeply. For example, studies show that academic staff generally believe it is important to include Islamic viewpoints in teaching materials, highlighting links between students' backgrounds and teaching methods. Moreover, creating Virtual Learning Communities (VLC) has been suggested as a modern way to utilize local wisdom well. VLC supports group learning by incorporating local culture and using current technology, which helps students develop important skills for the 21st century, like teamwork and critical thinking. In conclusion, these points together emphasize the need to include local knowledge in education to create a more inclusive and effective learning space.

Using local wisdom in education makes learning better by helping students feel connected to their identities. Local wisdom includes cultural practices, traditional knowledge, and indigenous methods that have been shared over time, bringing a special viewpoint that adds to learning. When teachers include this knowledge in their lessons, they acknowledge their students' experiences and backgrounds while encouraging thinking that applies to real life. This approach increases student interest as they see their own stories reflected in class materials and discussions, which boosts their desire to learn. Additionally, when students understand their cultural backgrounds more deeply, they are better prepared to handle global issues while keeping their local identity. In the end, including local wisdom in education connects tradition with modern times, promoting well-rounded growth and cultural awareness in future generations (Collectif, 2018).

The potential for integrating local wisdom into the Thai curriculum is essential and needs quick action from teachers and policymakers. By creating a curriculum that shows the rich cultural heritage and practices of local communities, schools can create a setting that promotes better student participation and greater cultural understanding. This method not only connects traditional knowledge with modern education but also helps students value and think critically about their cultural surroundings. Policymakers play a key role in this effort; they must support teacher training programs that focus on local knowledge, promote curriculum development that involves community input, and create assessment methods that acknowledge the importance of indigenous viewpoints. By doing this, they help create a more relevant education system that respects Thailand's cultural diversity and prepares students for success in a globalized world (Buckler et al., 2014).

As Thailand deals with globalization, including local wisdom in school programs is an important chance for keeping culture alive. By using local knowledge, like the Pwo Karen community's traditional seed conservation methods and Islamic views in teaching, Thai education can help students appreciate their cultural background more. This method makes learning more interesting for students and inspires them to care about cultural preservation and sustainability. Additionally, the gathered information shows that teachers recognize the need to include Islamic knowledge in the curriculum, suggesting a path to create a richer cultural education system (Solihah Hayeesama-ae, 2023). Therefore, the effects on Thai education go beyond just improving lessons; they highlight the need to cultivate a culturally aware citizenry who can tackle current issues while respecting their roots (Jareeporn Naksamrit et al., 2023).

Putting local wisdom in school subjects can change things a lot, especially in helping

students understand culture and get involved. By using indigenous knowledge and traditions, teachers can make a learning space that connects with students' identities and life experiences. This method not only adds depth to academic content but also builds pride in cultural background. For example, the research showed that including Islamic views in the curriculum is liked by teachers, showing they are open to these changes (Solihah Hayeesama-ae, 2023). Also, the significance of rice farming in Indonesia shows that local wisdom is not just about the past but is important for current problems like food security and sustainability (Dr. Dani Lukman Hakim et al., 2024). In the end, adding local wisdom to education helps increase participation and helps create students who value and carry forward their cultural stories.

Adding local wisdom into the Thai curriculum is not just about improving education but also about linking to students' heritage. By combining traditional knowledge and practices with school subjects, educational institutions can create a more enriching learning environment that reflects students' identities. This method encourages students to take an active role in their cultural stories, turning the classroom into a place where local history and modern issues meet. Additionally, local wisdom helps students feel proud and responsible, urging them to value and protect their cultural heritage for the future. When traditional knowledge is placed alongside global educational material, students build critical thinking abilities and a deeper understanding of context, enabling them to navigate both local and global situations effectively. In conclusion, integrating local wisdom not only boosts student involvement but also provides them with the tools needed to foster cultural awareness in a world that is increasingly connected.

## References

- Buckler, C., & Creech, H. (2014). *Shaping the future we want*. UNESCO. Retrieved from <https://books.google.com/books?id=ImZuBgAAQBAJ>
- Collectif. (2018). *Education, economy and identity*. Institut de recherche sur l'Asie du Sud-Est contemporaine. Retrieved from <https://books.google.com/books?id=KztjDwAAQBAJ>
- Drake, S. M., & Burns, R. C. (2004). *Meeting standards through integrated curriculum*. ASCD. Retrieved from <https://books.google.com/books?id=Ye6g9jsdyeEC>
- Gunawardena, C., Frechette, C., & Layne, L. (2018). *Culturally inclusive instructional design*. Routledge. Retrieved from <https://play.google.com/store/books/details?id=YQxjDwAAQBAJ>
- Hakim, D. L. (2024). *Rice granary in Indonesia: Local wisdom, and symbol of food security*. Jejak Pustaka. Retrieved from [http://repository.president.ac.id/bitstream/handle/123456789/11788/ebook\\_Rice%20Granary\\_Dani%20Lukman%20Hakim.pdf](http://repository.president.ac.id/bitstream/handle/123456789/11788/ebook_Rice%20Granary_Dani%20Lukman%20Hakim.pdf)
- Hayeesama-ae, S. (2023). *An implementation of the integration of knowledge into the curriculum of the Faculty of Education, Fatoni University, Thailand: Perceptions, problems, and prospects*. Institute of Knowledge Integration (IKI Academy). Retrieved from <https://ikiacademy.org/uploads/0-1-202312271703679845.pdf>
- Mangkhang, C., & Piryatachagul, G. (2020). Development of area-based learning innovation through Miang culture to promote green citizenship for social studies teachers in Upper Northern Thailand. *International Journal of Educational Policy Research and Review*, 7(1), 16-26. Retrieved from <https://doi.org/10.15739/IJEPRR.20.xxx>
- Naksamrit, J., & Phatthanaphraiwan, S. (2023). Traditional seeds saving learning site: An experiential learning for food security and community's sufficiency economy in a world heritage site, Thailand. *The International Academic Forum*. Retrieved from [www.iafor.org](http://www.iafor.org)
- Richardo, R., Wahyudi, D., Hadi, H., Isoda, M., Akihiko, T., Assalihee, M., Matt, A. D., & Lavicza, Z. (2023). *Education for sustainable development awareness toward Society*

- 5.0. Alma Ata University. Retrieved from  
<http://repositorier.almataa.ac.id/id/eprint/315/3/Book%20Abstract%20AAICE%202023%20SIAP.pdf>
- Smith, G. A., & Sobel, D. (2014). *Place-and community-based education in schools*. Routledge. Retrieved from <https://books.google.com/books?id=gQeKAgAAQBAJ>
- Sornsaensuk, S. (2023). *University lecturers' perceptions, challenges, and opportunities on global citizenship education: A case of the international bachelor program in Thailand*. Thammasat University. Retrieved from  
[http://ethesisarchive.library.tu.ac.th/thesis/2023/TU\\_2023\\_6319030158\\_18232\\_29275.pdf](http://ethesisarchive.library.tu.ac.th/thesis/2023/TU_2023_6319030158_18232_29275.pdf)
- Sukkhapatvara, M. (2023). *Non-Thai EFL teachers' perceptions and problems in integrating content into language instruction in a Thai primary school*. Thammasat University. Retrieved from  
[http://ethesisarchive.library.tu.ac.th/thesis/2023/TU\\_2023\\_6421042125\\_19416\\_29001.pdf](http://ethesisarchive.library.tu.ac.th/thesis/2023/TU_2023_6421042125_19416_29001.pdf)
- Wang, Q., Pikulsri, C., & Kaenamponpan, P. (2024). Transmission, cultural significance, and social dynamics of the Ti-Tzu ten-hole bamboo flute in Sichuan Province, China. *International Journal of Multidisciplinary Research and Growth Evaluation*, 5(3), 634-638. Retrieved from <https://doi.org/10.54660/IJMRGE.2024.5.3.634-638>
- Watthanakuljaroen, T. (2023). Development of a model for knowledge management of local wisdom via virtual learning community for instructional management. *International Journal of Information and Education Technology*, 13(11), 1719-1725. Retrieved from <https://www.ijiet.org/vol13/IJIET-V13N11-1981.pdf>