

The Utilization of the Mappadendang Ritual as a Local Wisdom Based Learning Resource

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ABSTRACT

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Penelitian ini bertujuan untuk mendeskripsikan nilai-nilai kearifan lokal yang terkandung dalam ritus Mappadendang serta mengkaji potensinya sebagai sumber pembelajaran berbasis kearifan lokal. Penelitian menggunakan pendekatan kualitatif dengan desain deskriptif yang dilaksanakan pada April–Mei 2026 di Desa Jampuserengnge, Kecamatan Liliriaja, Kabupaten Soppeng, Sulawesi Selatan. Data diperoleh melalui observasi, wawancara mendalam, dan dokumentasi dengan melibatkan tokoh adat, tokoh masyarakat, serta masyarakat yang berpartisipasi dalam pelaksanaan ritus Mappadendang. Keabsahan data diuji melalui triangulasi sumber dan triangulasi teknik, sedangkan analisis data dilakukan menggunakan model interaktif Miles, Huberman, dan Saldaña yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa ritus Mappadendang mengandung nilai-nilai kearifan lokal yang meliputi gotong royong, kebersamaan dan solidaritas sosial, religiusitas, pelestarian budaya, serta kepedulian terhadap lingkungan. Nilai-nilai tersebut tercermin dalam setiap tahapan pelaksanaan ritual yang melibatkan partisipasi aktif masyarakat secara kolektif dan berkelanjutan. Selain itu, penelitian menemukan bahwa Mappadendang memiliki potensi yang besar untuk dimanfaatkan sebagai sumber pembelajaran pada mata pelajaran Bahasa Indonesia, Pendidikan Pancasila, Ilmu Pengetahuan Sosial, dan Seni Budaya. Pemanfaatan ritus ini mampu menghadirkan pembelajaran yang lebih kontekstual, bermakna, dan dekat dengan kehidupan peserta didik.

This study aimed to describe the local wisdom values embedded in the Mappadendang ritual and to examine its potential as a local wisdom-based learning resource. The study employed a qualitative approach with a descriptive design and was conducted from April to May 2026 in Jampuserengnge Village, Liliriaja District, Soppeng Regency, South Sulawesi, Indonesia. Data were collected through observation, in-depth interviews, and documentation involving traditional leaders, community leaders, and local community members who participated in the implementation of the Mappadendang ritual. Data trustworthiness was ensured through source and technique triangulation, while data were analyzed using the interactive model proposed by Miles, Huberman, and Saldaña, consisting of data reduction, data display, and conclusion drawing. The findings revealed that the Mappadendang ritual embodies various local wisdom values, including mutual cooperation, togetherness and social solidarity, religiosity, cultural preservation, and environmental awareness. These values are reflected throughout every stage of the ritual, which involves active, collective, and sustainable community participation. Furthermore, the study found that Mappadendang has considerable potential to be utilized as a learning resource in Indonesian Language, Pancasila Education, Social Studies, and Arts Education. The integration of this ritual into learning activities can create more contextual, meaningful, and culturally relevant learning experiences for students.



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INTRODUCTION

Indonesia is a country endowed with rich cultural diversity that is distributed across its numerous regions. This diversity is reflected in a wide range of traditions, customs, arts, languages, and value systems that have been transmitted from one generation to another. Culture functions not only as a marker of community identity but also as a medium for transmitting values, knowledge, and norms that shape the character of future generations. In this context, local wisdom is regarded as the collective knowledge of a community that embodies noble values and serves as a guiding principle in both social life and education (Sibarani, 2012).

Education is essentially concerned not only with the acquisition of knowledge but also with the development of students' character and cultural identity. Therefore, learning processes should utilize learning resources that are closely connected to students' daily lives in order to create more contextual and meaningful learning experiences. One approach that can be adopted is local wisdom-based learning, which integrates cultural values into educational practices. This approach is believed to enhance the relevance of learning while simultaneously strengthening students' cultural awareness (Tilaar, 2012). Furthermore, local wisdom-based learning supports character development through the internalization of social, moral, and cultural values that exist within society (Suastra, 2010).

In South Sulawesi, the Bugis people maintain various cultural traditions that continue to be preserved to this day. One of the traditions that possesses significant cultural value is the Mappadendang ritual. Mappadendang is a post-harvest thanksgiving tradition practiced by agrarian communities as an expression of gratitude to God for a successful harvest. The ritual is characterized by the rhythmic pounding of rice using wooden pestles and mortars, performed collectively by men and women. In addition to expressing gratitude, Mappadendang serves as a medium for social interaction, community entertainment, and the strengthening of social solidarity (Mattulada, 1995).

From the perspective of cultural anthropology, traditional rituals such as Mappadendang serve not only ceremonial functions but also act as a medium for transmitting cultural values to future generations. The tradition embodies various local wisdom values, including mutual cooperation, togetherness, religiosity, social responsibility, respect for nature, and cultural preservation. The value of mutual cooperation is reflected in community participation throughout the entire series of activities, while religiosity is evident in the expression of gratitude that forms the core meaning of the ritual (Koentjaraningrat, 2009). These values indicate that Mappadendang has substantial potential to be utilized as a learning resource that supports character education objectives.

Nevertheless, the advancement of globalization and modernization has brought significant changes to community life, including the way younger generations perceive local culture. Many regional traditions have experienced a decline in their existence due to inadequate cultural transmission and decreasing youth participation in cultural activities. This phenomenon may lead to the degradation of local cultural values if not accompanied by systematic preservation efforts (Abdullah, 2017). Therefore, education plays a strategic role in sustaining local culture through the integration of cultural values into learning activities.

The utilization of the Mappadendang ritual as a local wisdom-based learning resource is consistent with Indonesia's national education policy, which emphasizes the importance of character development and cultural preservation. The values embedded in this tradition are also aligned with the dimensions of the Pancasila Student Profile, particularly faith and devotion to God Almighty, mutual cooperation, global diversity, and creativity (Ministry of Education, Culture, Research, and Technology, 2022). Through the incorporation of Mappadendang into learning activities, students not only acquire knowledge about local culture but also develop an appreciative attitude toward their cultural heritage.

Previous studies have demonstrated that learning approaches incorporating local culture can increase student engagement, strengthen cultural identity, and facilitate a more contextual understanding of learning materials (Suastra, 2010; Sibarani, 2012). However, studies specifically examining the utilization of the Mappadendang ritual as a local wisdom-based learning resource remain limited. In fact, this tradition contains rich educational values that can be integrated into various subjects, including Indonesian Language, Pancasila Education, Social Studies, and Arts Education.

Based on the foregoing discussion, this study aims to describe the local wisdom values embedded in the Mappadendang ritual and to examine its potential as a local wisdom-based learning resource. It is expected that this study will contribute to the development of contextual learning, the preservation of

local culture, and the strengthening of students' character through the utilization of the cultural heritage of the Bugis community.

METHOD

This study employed a qualitative approach with a descriptive research design. This approach was selected because the study aimed to describe the local wisdom values embedded in the Mappadendang ritual and to examine its potential as a local wisdom-based learning resource. Through a qualitative approach, the researchers were able to gain an in-depth understanding of the cultural meanings embedded within the community from the perspectives of cultural practitioners and local community members.

The study was conducted from April to May 2026 in Jampuserengnge Village, Liliraja District, Soppeng Regency, South Sulawesi, Indonesia. The research site was selected because the village is one of the areas where the Mappadendang ritual continues to be preserved as an integral part of the Bugis cultural tradition. The sustainability of this tradition enabled the researchers to obtain rich and comprehensive data concerning the cultural values embodied in its implementation. The data consisted of both primary and secondary sources. Primary data were obtained directly from informants through interviews and observations of the Mappadendang ritual. Secondary data were collected from documents, cultural archives, activity photographs, and relevant literature related to the Mappadendang tradition and local wisdom-based learning.

Data were collected through observation, in-depth interviews, and documentation. Observation was conducted to obtain a comprehensive understanding of the implementation of the Mappadendang ritual, patterns of community participation, and the cultural values manifested throughout the event. In-depth interviews were carried out using semi-structured interview guidelines to explore information regarding the meanings, functions, and local wisdom values embedded in the ritual. Documentation involved the collection of photographs, field notes, archives, and other relevant documents related to the study.

The trustworthiness of the data was ensured through source triangulation and methodological triangulation. Source triangulation was conducted by comparing information obtained from different informants, while methodological triangulation involved comparing data derived from observations, interviews, and documentation. The application of triangulation was intended to enhance the credibility and validity of the research findings. Data were analyzed using the interactive model proposed by Miles, Huberman, and Saldaña, which consists of three stages: data reduction, data display, and conclusion drawing. Data reduction involved selecting and categorizing information related to the local wisdom values embodied in the Mappadendang ritual. Data display was presented in the form of narrative descriptions to facilitate the identification of relationships among data. Finally, conclusions were drawn through the interpretation of the analyzed data to obtain a comprehensive understanding of the utilization of the Mappadendang ritual as a local wisdom-based learning resource.

RESULTS AND DISCUSSION

The Mappadendang Ritual as a Bugis Cultural Tradition

The Mappadendang ritual is one of the cultural traditions of the Bugis people that continues to be preserved by the community of Jampu Serengnge Village, Liliraja District, Soppeng Regency. This tradition is performed after the rice harvest season as an expression of gratitude to God Almighty for the agricultural yields obtained. The implementation of Mappadendang involves all elements of the community, including traditional leaders, community leaders, farmers, youth, and women, who collectively participate in the ritual.

The ritual begins with the preparation of the venue and ritual equipment, such as the mortar (*palungeng*) and pestles (*issong*). Participants then perform rhythmic rice pounding, producing harmonious sounds. In addition to the main ritual activity, Mappadendang is commonly accompanied by traditional art performances, prayers, and communal gatherings. Therefore, the tradition functions not only as a cultural ritual but also as a means of strengthening social relationships among community members.

Based on observations and interviews with informants, the people of Jampu Serengnge Village regard Mappadendang as an ancestral cultural heritage that must be preserved. The tradition is perceived

as embodying noble values that remain relevant in contemporary society, particularly in fostering social solidarity and maintaining Bugis cultural identity.

Local Wisdom Values Embedded in the Mappadendang Ritual

Mutual Cooperation

The findings indicate that mutual cooperation is one of the dominant values embodied in the Mappadendang ritual. The entire series of activities is carried out collectively without regard to social status. From site preparation and equipment provision to the implementation of the ritual, all activities involve cooperation among various community members.

The community perceives the successful implementation of Mappadendang as a shared responsibility. This value demonstrates that Bugis culture continues to uphold the principles of collectivism and togetherness. From an educational perspective, mutual cooperation can contribute to character development by encouraging students to work collaboratively, respect others' opinions, and solve problems collectively.

Togetherness and Social Solidarity

Mappadendang serves as a social gathering space for the people of Jampu Serengnge Village. The tradition brings together individuals from different age groups, occupations, and social backgrounds. Community participation in the ritual reflects a strong sense of belonging to the cultural heritage inherited from their ancestors.

Interview results revealed that community members perceive Mappadendang as an opportunity to strengthen kinship and social bonds. The tradition also serves as a means of enhancing communication among residents who are often occupied with their daily activities. Consequently, Mappadendang functions as a medium of social integration that reinforces community cohesion.

In educational settings, the value of togetherness can be integrated into group discussions, collaborative learning activities, and culture-based projects that encourage students to work collectively toward shared learning goals.

Religiosity

The people of Jampu Serengnge Village interpret Mappadendang as an expression of gratitude to God for a successful harvest. Religious values are reflected in the prayers offered before the ritual and in the belief that agricultural yields are blessings that should be appreciated.

The findings indicate that religiosity is manifested not only through ritual activities but also through attitudes of gratitude, diligence, and harmonious social relationships. This value aligns with the objectives of national education, which emphasize the development of individuals who possess faith and devotion to God Almighty.

In the learning process, religiosity can be fostered through reflection on gratitude, the importance of hard work, and the relationship between human beings and God in everyday life.

Cultural Preservation

The implementation of Mappadendang reflects the community's commitment to preserving ancestral cultural heritage. Community and traditional leaders actively involve younger generations in the ritual so that they can recognize and understand the cultural values embedded within it.

The findings demonstrate that youth participation in Mappadendang serves as an effective strategy for cultural transmission. Through direct involvement, younger generations not only become familiar with the form of the tradition but also gain an understanding of its meanings and values.

Cultural preservation through education is essential because schools can function as spaces for introducing local culture to students. In this way, culture is understood not merely as knowledge but also as an integral component of identity that must be sustained.

Environmental Awareness

As a tradition rooted in the agrarian life of the Bugis people, Mappadendang reflects the close relationship between humans and nature. Harvest yields are viewed as the result of a harmonious interaction between human effort and environmental sustainability.

Community members recognize that agricultural success depends not only on human capability but also on favorable environmental conditions. Consequently, there is a collective awareness of the importance of preserving agricultural land, water resources, and the surrounding environment.

This value of environmental awareness is highly relevant to sustainable education, which has become a major focus of global educational initiatives. Through an understanding of the values

embedded in Mappadendang, students can learn the importance of environmental conservation and sustainable living.

The Utilization of the Mappadendang Ritual as a Local Wisdom-Based Learning Resource In Indonesian Language Education

The Mappadendang ritual can be utilized as a learning resource in Indonesian Language Education, particularly in teaching descriptive texts, explanatory texts, procedural texts, observation reports, and argumentative texts.

Students may describe the stages of the ritual, explain its symbolic meanings, and prepare observation reports based on their examination of the tradition. The use of local culture as instructional material can enhance learning motivation because the content is closely related to students' daily experiences.

Furthermore, students can develop cultural literacy skills through reading, writing, speaking, and listening activities that are grounded in local cultural contexts.

In Pancasila Education

The values embodied in Mappadendang are closely aligned with the dimensions of the Pancasila Student Profile. The value of mutual cooperation is reflected in collective community participation during the ritual, while the dimension of global diversity is represented through respect for local cultural identity.

Learning activities that incorporate Mappadendang can help students understand the practical application of Pancasila values in everyday life. Consequently, learning becomes not only theoretical but also contextual and applicable.

In Social Studies Education

Mappadendang can serve as a learning resource for understanding the social life of the Bugis community. Students can explore social structures, agricultural systems, patterns of social interaction, and the role of culture in community life.

Local culture-based learning enables students to understand social phenomena within their environment more concretely than by relying solely on abstract concepts presented in textbooks.

In Arts Education

The musical elements produced by the rhythmic sounds of pestles and mortars can be utilized as learning materials in traditional music education. In addition, the ritual's movements, costumes, and procedures can serve as resources for performing arts education.

Through such learning experiences, students not only gain knowledge of traditional arts but also develop creativity in appreciating and preserving local cultural heritage.

The Relevance of Mappadendang to Twenty-First-Century Education

The findings indicate that the values embedded in Mappadendang are highly relevant to the demands of twenty-first-century education. The value of mutual cooperation supports the development of collaboration skills, social interaction fosters communication skills, while the interpretation of cultural meanings encourages critical thinking and creativity.

Local wisdom-based learning not only helps students understand their cultural heritage but also contributes to the development of character traits needed to face global challenges. Therefore, the utilization of the Mappadendang ritual as a local wisdom-based learning resource represents a relevant strategy for creating contextual, meaningful, and character-oriented learning experiences.

CONCLUSION

Based on the findings of this study, it can be concluded that the Mappadendang ritual in Jampuserengnge Village, Liliraja District, Soppeng Regency represents a cultural heritage of the Bugis community that functions not only as a post-harvest thanksgiving tradition but also as a repository of local wisdom values that are highly relevant to education. These values include mutual cooperation, togetherness, religiosity, cultural preservation, and environmental awareness. Such values are reflected throughout the entire ritual process, which involves active, collective, and sustainable community participation.

The findings further indicate that the Mappadendang ritual has significant potential to be utilized as a local wisdom-based learning resource. The values embedded in the ritual can be integrated into various subjects, including Indonesian Language Education, Pancasila and Civic Education, Social

Studies, and Arts Education. The incorporation of Mappadendang into learning activities can provide more contextual and meaningful learning experiences while supporting students' character development in accordance with the objectives of national education and the Pancasila Student Profile.

Based on these findings, it is recommended that educators and educational institutions optimize the utilization of local culture as a learning resource to strengthen students' cultural identity while enhancing the quality of education. Furthermore, future studies may focus on developing learning models based on the Mappadendang ritual and examining their effectiveness in improving students' competencies, character development, and cultural literacy across different educational levels. In this way, the preservation of local culture and the advancement of education can progress simultaneously and mutually reinforce one another.

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