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Glocal Wisdom in Earthquake Mitigation and Education for Sustainable Development

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ABSTRACT

Objective: *This study systematically analyses how glocal wisdom — the integration of local and global knowledge — supports earthquake mitigation and education for sustainable development (ESD). It identifies research patterns, key themes, and gaps in the linkage between cultural wisdom and disaster risk reduction and sustainability education.* ***Method:*** *A Systematic Literature Review (SLR) based on the PRISMA protocol was conducted using the Scopus database. From an initial 66,648 records (2015–2025), 15 peer-reviewed articles were selected through multi-stage filtering based on year, subject area, document type, language, and open-access criteria. Data were analysed using bibliometric mapping and thematic content analysis.* ***Results:*** *Four dominant themes emerged: (1) local knowledge in structural mitigation, (2) glocal wisdom in community-based education, (3) ESD integration models, and (4) policy and implementation gaps. The increase in studies from 2020 to 2023 reflects growing global interest in integrating indigenous knowledge into modern disaster education systems.* ***Novelty:*** *This research redefines glocal wisdom as a core epistemological foundation for sustainable and disaster-resilient education. By combining bibliometric and qualitative analyses, this study proposes a new integrative framework that links traditional knowledge, scientific innovation, and pedagogy to advance ESD and disaster literacy.*

INTRODUCTION

In the era of climate change and rapid urbanisation, great expectations are placed on development that is not only resilient to natural disasters but also socially and ecologically sustainable (Alarslan, 2021; Vimawala, 2021). Communities in earthquake-prone areas are expected to develop adaptive, effective, and sustainable mitigation systems by grounding local wisdom in learning and planning (Wialdi et al., 2021; Ikbal et al., 2023; Kosim et al., 2024). Such expectations also extend to formal, informal, and community-based education, which should cultivate disaster awareness rooted in cultural traditions while remaining relevant within a global framework, often referred to as glocal wisdom (Andung et al., 2024; Asari et al., 2025; Ridho et al., 2025).

However, the reality shows that many earthquake-prone regions still struggle with the misalignment between modern scientific knowledge and local practices. Studies have indicated that integrating local wisdom into disaster mitigation education often remains symbolic and fragmented, lacking systematic incorporation into curricula and community programs (Soni, 2021; Pramana et al., 2024; Susilawati et al., 2024). Although certain regions have traditions of earthquake-resistant housing or community-based early warning systems, these practices are increasingly marginalised by modern development models that pay little attention to local contexts (Lingvay et al., 2021; Ruiz et al., 2022; Mugesh et al., 2022; Prakash, 2021; Pierleoni et al., 2023).