

Development of a Habaring Hurung Student Worksheet for IPAS Learning in Grade 5 Elementary School: An ADDIE Model-Based Study in East Kotawaringin

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Abstract: This study aims to produce valid, practical and effective LKS IPS based on local wisdom of East Kotawaringin to be applied in the IPS learning process in the classroom. This type of research using the R & D approach with the ADDIE model. Research conducted in Class 5 SDN 2 Tanjung Jariangau with a total of 16 students and 1 teacher as trial subjects. The data collection method used was a validation sheet and a response questionnaire for students and teachers. The data was then analyzed descriptively qualitatively and quantitatively. Based on the findings of the development of the Habaring Hurung Student Worksheet (LKS) based on local wisdom in East Kotawaringin, valid worksheets were obtained based on assessments by material experts, language experts, and media experts. The practicality of the worksheets was determined by assessments by field practitioners/teachers and students in a limited trial. The worksheets were declared effective based on improvements in the pretest and posttest results. Therefore, the Habaring Hurung Student Worksheets meet the criteria for validity, practicality, and effectiveness, making them suitable for use in classroom learning.

Keywords: Habaring Hurung LKS, Local Wisdom of East Kotawaringin, Science, Elementary School.

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A. INTRODUCTION

A high-quality school is one that can create a learning process in accordance with the curriculum developed by the school itself and can guide its students to apply characters and morals that are suitable for their environment and the demands of the government. National character is an important aspect of the quality of human resources because the quality of a nation's character determines its progress (Malaikosa, 2021). Kamiludin et al. (2017) stated that a curriculum is a set of educational programs that have been developed and implemented to achieve educational goals, which contain components that are interconnected and support one another. Currently, elementary schools in Indonesia are implementing the Kurikulum Merdeka (Merdeka Curriculum). This curriculum is a flexible one based on character, competence, and creativity, which was established by the government starting in the 2022/2023 academic year for basic and secondary education levels (Mulyasa, 2023). An innovation in learning is a renewal or change in the system, activities, or methods to lead to improvements that can be adapted to the needs of students during the learning process (Susanti et al., 2021). Creating a new innovation in learning involves a renewal of existing learning, packaged with the encouragement of new ideas (Fathurahman, 2020). Innovation in the learning process will increase student success in learning. One type of printed teaching material that can be used to aid the learning process is the Student Worksheet (LKS).

Generally, Student Worksheets (LKS) are found in textbooks and are not created by the teacher. However, LKS can be self-made and can be much more engaging and contextual, tailored to the specific situation and conditions of the school or the students' socio-cultural

environment. To that end, one only needs to understand five key points: the definition of a Student Worksheet (LKS), its functions, objectives, and uses in thematic learning, the types of LKS, the elements of an LKS as a teaching material, the applicable steps to create an LKS, and how to develop an LKS into one that is "rich in benefits" according to Prastowo (2014). A student worksheet is a sheet containing tasks that students must complete. An LKS usually takes the form of instructions and steps for completing a task. The forms of LKS consist of experimental LKS, which contain instructions for practical work using tools and materials, and non-experimental LKS, which contain texts that require students to engage in discussions on a subject matter.

The role of LKS can be summarized as follows: (1) an LKS can minimize the role of the teacher and maximize the role of the student; (2) it serves as a teaching material that makes it easier for students to understand the material provided; (3) it is a concise teaching material with many tasks for practice; and finally, (4) it simplifies the implementation of learning for students (Parmiti, 2014). Given these roles, the development of LKS is highly appropriate for facilitating the learning process to improve student learning outcomes. The planned development of this Student Worksheet (LKS) will be presented in a way that incorporates local wisdom. The rationale is that through local wisdom, such as the Habaring Hurung culture, which is starting to fade in elementary schools, the researchers wish to revive and normalize this local tradition in IPAS learning for fifth-grade students. This is reinforced by Bulkani (2025), who states that the education system must balance global integration with the preservation of local cultural identity while ensuring all students have equal educational opportunities. Therefore, the goal of the Habaring Hurung LKS is also to preserve local cultural identity.

IPAS is a field of knowledge that studies living and non-living things in the universe and their interactions. IPAS also studies human life as individuals and as part of a society that interacts with its environment. In general, science refers to knowledge that is collected and arranged logically and systematically, considering cause-and-effect relationships. Science includes natural and social sciences (Kemendikbud, 2024). IPAS plays a role in realizing the profile of a Pancasila student (*profil pelajar Pancasila*) as the ideal description of the profile of Indonesian students. IPAS helps students develop their curiosity about surrounding phenomena. This encourages their understanding of how the universe operates and interacts with human life on Earth. This understanding is important for identifying problems and finding solutions for sustainable development, one of which is related to climate change (its causes, impacts, and prevention efforts). Through a good understanding, students are expected to be more aware of the importance of working together to maintain social harmony and act responsibly to preserve the sustainability of the Earth.

IPAS learning trains students' scientific attitudes, including high curiosity, critical and analytical thinking skills, and the ability to solve daily problems they face. The main focus to be achieved from IPAS learning at the elementary school level is not on the amount of material content that students can absorb, but on the competency of utilizing the knowledge they possess. IPAS learning needs to give students the opportunity to explore and investigate and develop an understanding of their surrounding environment (Kemendikbud, 2024). Therefore, studying natural phenomena and the interaction of humans with nature and with each other must be done by considering the local wisdom that exists around them.

Referring to the IPAS learning process at SDN 2 Tanjung Jariangau, students and teachers still use teaching materials and LKS from textbooks published by a specific publisher to explain the material. As a result, the scores obtained are still below the KKM of 70 for the IPAS subject. In East Kotawaringin, there are various kinds of local wisdom that are very good to be preserved, and at SDN 2 Tanjung Jariangau in particular, the researchers chose a culture

that is becoming less visible in schools, namely the Habaring Hurung culture. It is from this that the researchers wanted to introduce or normalize the Habaring Hurung culture in the learning process.

Based on this description, there is a need for the development of the Habaring Hurung LKS. Habaring Hurung can be interpreted as an attitude of helping one another or mutual cooperation (gotong royong) among community members. This attitude is still highly upheld by the Dayak community in carrying out their activities in the community. For example, in the activity of clearing land for farming, the Dayak community usually does it together. Therefore, the life of the Dayak community highly prioritizes brotherhood and togetherness. The Habaring Hurung attitude is also a manifestation of the attitude of brotherhood and togetherness (the Falsafah Huma Betang) (Krisdiana, et al., 2024). From this, an idea emerged for the development of the Habaring Hurung LKS, the essence of which is to solve learning problems through cooperation or mutual assistance. This LKS is suitable and relevant to be implemented in IPAS learning.

The benefit of this research is to develop an engaging LKS that is in accordance with student learning needs and is based on local customs or wisdom for the IPAS subject in grade 5. Similar research has been conducted by Rohmatun (2020), in a study entitled "Development of Science Student Worksheets Based on the Experimental Method." The research obtained a validation result for the presentation of the LKS through a media expert questionnaire with a percentage of 62%, with a sufficient criterion, and from a material expert with a percentage of 61%, with a sufficient criterion. The results of the student activity questionnaire had a percentage of 80%, the teacher's response to the LKS based on the experimental method was 91%, the student's response was 81%, and the learning mastery was ≥ 70 . The average pre-test score was 69 and the average post-test score was 76, so learning experienced a 100% increase.

The purpose of this research on the development of the Habaring Hurung LKS is to determine the validity, effectiveness, and practicality of this LKS on IPAS material in grade 5 at SDN 2 Tanjung Jariangau. Based on the description of the background, the researchers are interested in developing a Habaring Hurung LKS for IPAS learning in Class 5 SDN 2 Tanjung Jariangau using the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation), which is a learning system design model that displays the basic stages in the development of a learning system in a systematic and easy-to-apply manner (Cahyadi, 2019).

B. METHODS

This research is a developmental study. Developmental research will produce a product in the form of an LKS, which will then be tested for its validity and practicality (Hanafi, 2017). The Habaring Hurung IPAS LKS was developed using the ADDIE model (Anglada, 2007). This model consists of five stages: 1) analyze, 2) design, 3) development, 4) implementation, and 5) evaluation.

1. Analysis Stage

Three things will be analyzed in this stage: 1) Student Needs Analysis: This is intended to analyze the problems that form the background for the need to develop the LKS, as well as the inhibiting factors in the IPAS learning process. 2) Curriculum Analysis: This aims to examine and identify the use of the curriculum in the school, such as analyzing the Learning Outcomes (CP), Learning Objectives (TP), and Learning Flow (ATP) of the magnet material 3) Analysis of Tanjung Jariangau's Local Wisdom: This aims to identify the elements of local wisdom that are beginning to disappear, namely Habaring Hurung, and to determine how they can assist in the learning process to be in accordance with the students' conditions or learning environment. It also aims to determine the connection between the LKS and local wisdom

elements in the learning process, so that the LKS to be developed is relevant to the learning objectives and also in accordance with the environment where students learn.

2. Design Stage

This stage is intended to design or plan the LKS. The result of the planning is a prototype. In this stage, the researchers will also gather references to be used in the development stage and prepare assessment instruments in the form of validation sheets and response questionnaires.

3. Development Stage

In this stage, the LKS begins to be developed based on the prototype and references that have been collected in the design stage. The results of this LKS development will then be assessed by material expert validators and learning media experts to determine its validity.

4. Implementation Stage

The LKS that has been developed and validated by the validators is then implemented with the research subjects. This implementation is carried out by providing the LKS for evaluation using a response questionnaire.

5. Evaluation Stage:

At this stage, the evaluation is performed in a limited capacity based on input or suggestions from the validators so that a higher-quality LKS can be obtained. The research was conducted at SDN 2 Tanjung Jariangau, and the trial subjects in the study were the teacher and students of Class V. The research subjects will be tested in a limited, small group of 5 students and 1 IPAS subject teacher. Before the trial, the LKS was first validated by three validators: a material expert who assessed the content, a language expert who assessed the use of language and punctuation, and a media expert who assessed the feasibility of the learning media presentation. The LKS was also assessed by the teacher and students using a response questionnaire to determine the practicality of the product. The response questionnaire was evaluated by 1 teacher and 5 students.

The method and instruments for data collection were validation sheets and student and teacher response questionnaires, which were modified from the National Education Standards Agency (BSNP). The validation sheets aimed to determine the level of validity of the IPAS LKS by providing an assessment on each prepared instrument. Meanwhile, the student and teacher response questionnaires aimed to determine the practicality of the LKS by providing an assessment on the prepared questionnaire. The assessment results in the validation sheets and response questionnaires were used to analyze the data, which consisted of qualitative and quantitative data.

The following tables present the criteria used for the assessment of the study's results:

Table 1. Validity Test Results Assessment Criteria

Value	Criteria
0.20-0.40	Not Valid
0.40-0.60	Less Valid
0.60-0.80	Valid
0.80-1.00	Very Valid

Source: Arikunto, 2010

Based on Table 1, the LKS is said to be valid if it is in the interval of 0.60-0.80 or 0.80-1.00 and is in the valid and very valid criteria, and the validator states that the product is feasible to be tested with revisions.

Table 2. Trial Test Results Assessment Criteria

Value	Criteria
0.20-0.40	Not Valid
0.40-0.60	Less Valid
0.60-0.80	Valid
0.80-1.00	Very Valid

Source: Irsalina & Dwiningsih (2018), modified

Based on Table 2, the practicality of the LKS can be determined after it has been tested with students and teachers. The LKS is said to be practical if it is in the score range of $3.4 < X \leq 4.2$ or $X > 4.2$ and falls into the practical or very practical criteria.

C. RESULT AND DISCUSSION

RESULT

1. Analysis

The results of the study and interviews showed three key findings: 1) In IPAS learning, students still use LKS from textbooks published by a particular publisher as teaching materials, which are not very suitable for the needs and characteristics of the students' learning environment. 2) For the 2024/2025 academic year, SDN 2 Tanjung Jariangau is using the Kurikulum Merdeka in every learning process. The learning process in the Kurikulum Merdeka is student-centered. However, in practice, teachers have difficulty implementing it because students tend to learn by memorizing material concepts. 3) The local wisdom of East Kotawaringin has several elements that can be integrated to reinforce IPAS material. One of these elements is the Habaring Hurung culture. Habaring Hurung is a culture for solving a problem. Here, it is linked to the problems in the learning process.

2. Design

The results of the analysis were then used as a guide for the design stage. In this stage, the LKS framework was designed using Microsoft PowerPoint 2010, which contained teaching material from various references, instructions based on the local wisdom of East Kotawaringin, and assessment instruments.

3. Development

In the development stage, the researchers discussed the results of the development of the Habaring Hurung LKS that had been revised by experts. The result of the development is as follows:

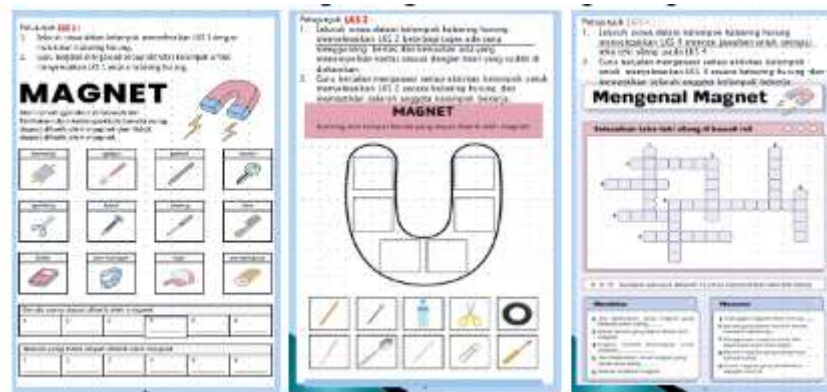


Figure 1. Development of the Habaring Hurung LKS.

The figure displays three sections of the LKS, each with explicit instructions. As shown in the image, each LKS clearly provides instructions to implement Habaring Hurung in the learning process. The developed LKS was then validated by validators. The results of the recapitulation of the assessment by the three validators, including the material and language experts, are presented below.

Table 3. Expert Recapitulation Results

Subject	Score	Average	Criteria
Material Expert	55	3.2	Feasible to Use
Language Expert	40	2.9	Feasible to Use
Media Expert	66	3.3	Feasible to Use

Based on the assessment provided by the validators for the LKS developed by Mrs. Siti Ramlah, S.Pd., the material expert, the average score was 3.2. The average score from the language expert, Mr. Sugiyanto, S.Pd., was 2.9. The average score from the media expert, Mr. Sunaryo, was 3.3. The recapitulation of the results from the three validators yielded a validity level of 0.78, which falls into the "Valid" criterion. The calculation for the average score is: Total Score / Number of Subjects

4. Implementation

The LKS, which was declared valid, was then implemented with students and a teacher. The implementation was in the form of a response questionnaire for them to evaluate. The results of the average scores for each student's response questionnaire can be seen in Table 4.

Table 4. Student Response Questionnaire Average Score Results

Statement	Total Score	Average Score	Category
The Habaring Hurung LKS uses instruct	18	3.6	Good
The pictures presented in the Habaring Hurung LKS are easy for children to understand	17	3.4	Good
The visual design of the Habaring Hurung LKS is appealing for children to play and learn	19	3.8	Good
The font type and size used in the Habaring Hurung LKS are easy to understand	19	3.8	Good
The language used in the Habaring Hurung LKS is easy to understand	20	4.0	Very Good

The Habaring Hurung LKS has a pattern or mechanism in the game that is easy to understand	19	3.8	Good
The print, shape, and material of the Habaring Hurung LKS are neat, strong, and durable	20	4.0	Very Good
The material used in the Habaring Hurung LKS is safe for children to use	19	3.8	Good
The Habaring Hurung LKS makes the learning process in class easier	19	3.8	Good
The Habaring Hurung LKS has good benefits for learning about magnet knowledge	18	3.6	Good
The Habaring Hurung LKS makes it easier for children to understand the magnet material	20	4.0	Very Good
The presentation of magnet knowledge in the LKS is easy for children to understand	20	4.0	Very Good
The clarity of the material presented about magnets	17	3.4	Good
The clarity of the sentences presented in the Habaring Hurung LKS	17	3.4	Good
The Habaring Hurung LKS is easy for children to use	19	3.8	Good
The use of the Habaring Hurung LKS can make it easier for teachers and parents to educate about magnet knowledge	19	3.8	Good
The presentation of the Habaring Hurung LKS regarding magnet knowledge material is engaging for children	19	3.8	Good
The presentation of the Habaring Hurung LKS is suitable for the character of early childhood	20	4.0	Very Good
The material presented is linked to daily life	19	3.8	Good
The magnet education material stimulates classroom learning activities	19	3.8	Good

The data was then collected for analysis. The data analysis used quantitative data to determine the average score of the questionnaire results. The average scores obtained for each student were as follows: student 1: 70, student 2: 75, student 3: 78, student 4: 76, student 5: 74, and the average score from the teacher's assessment was 3.65. The LKS assessment results from the teacher and students were then tabulated to determine the level of LKS practicality, which can be seen in Table 6.

Table 6. Response Questionnaire Assessment Results

Subject	Total Score	Average Score
IPAS Subject Teacher	73	3.65
Student 1	70	3.5
Student 2	75	3.75
Student 3	78	3.9
Student 4	76	3.8
Student 5	74	3.7

From Table 6, the average score of each respondent is known. After obtaining these average scores, the level of LKS practicality can be determined. Based on the calculation, the

LKS's practicality level is 3.72, which is in the "Practical" criterion. The calculation for the score is: Sum of Average Scores / Number of Subjects.

In addition to validity and practicality, the effectiveness of the *Habaring Hurung* LKS was also tested through group work results, which were taken from the group work sheets distributed by the teacher. The scores from the five groups formed showed that the group work results were very good, with all groups achieving scores between 80 and 85. All students in the groups began to implement *Habaring Hurung* and achieved good results.

Table 7. Comparison of Pre-test and Post-test Results

Score Range	Pre-test			Post-test	
	F	Mastery	Not Mastered	F	Mastery
≥90	1	6.25%	-	4	25%
80-89.5	3	18.75%	-	6	37.5%
70-79.5	3	18.75%	-	5	31.25%
60-69.5	5	-	31.25%	1	
50-59.5	4	-	25%	-	
Total	16	43.75%	56.25%	16	93.75%

F = Frequency

Based on the table, a comparison of the pre-test and post-test results shows an increase in mastery. In the pre-test, 7 students achieved mastery (43.75%), while 9 students did not (56.25%). In the post-test, student results showed a significant increase in mastery, with 15 out of 16 students achieving mastery (93.75%) and only 1 student who did not (6.25%).

5. Evaluation

Evaluation is the final stage in this research. The evaluation was carried out during the development stage and was limited to feedback from the validators. Based on the input provided, the researchers have made revisions to refine the *Habaring Hurung* IPAS LKS.

DISCUSSION

The IPAS LKS based on the local wisdom of East Kotawaringin has several advantages that make it different from previous LKS. The advantage is that the problems presented in the LKS are connected to the students' reality and are based on the local wisdom of East Kotawaringin. The instructions or directions in the LKS also incorporate images of local wisdom from East Kotawaringin, which should become a habit for students so that they implement *Habaring Hurung* and better understand the material, in accordance with Satriawan et al. (2016). The delivery of material integrated with local wisdom and phenomena, which provides a moral message, makes students' thought patterns develop and makes the physics material delivered more interesting. This is also supported by Husin et al. (2018), who noted that learning that incorporates elements of local wisdom has a positive impact on student learning outcomes. The *Habaring Hurung* culture is one element of East Kotawaringin's local wisdom that can be integrated into IPAS learning in grade 5 at SDN 2 Tanjung Jariangau, especially to reinforce the material on Magnets. To this end, an IPAS LKS based on the local wisdom of East Kotawaringin was developed.

The results of this study show that the developed LKS is in the valid criterion with a final score of 0.78, obtained from the questionnaire for the three validators. It is also practical to use, a criterion obtained from the questionnaire distributed to 5 students and 1 teacher, which resulted in a score of 3.72. Based on the results of the student response questionnaire for the *Habaring Hurung* IPAS LKS, the statement "The language used in the LKS" and "the material

presented is easy to understand" were rated highly by students, indicating that the language and material in the LKS were easy to comprehend. This is evidenced by the response questionnaire, where all five students gave a score of 4, and the average was in the good category.

Furthermore, for group work, students received an average score of 82.25, and all groups had begun to implement the Habaring Hurung culture. This is also supported by the individual student results on the post-test, where out of 16 students, only one had not achieved mastery, with a mastery percentage of 93.75%. This represents a significant increase from the previous pre-test results, which showed only 7 students had achieved mastery, with a percentage of 43.75%. According to Raviyanto (2014), effectiveness is how well a job is done and the extent to which people produce the expected output. Effectiveness is a state that influences something with an impression, progress, success of an effort, action, or something that is in effect (Adibowo, 2014). From this, it can be concluded that this research is effective because it is in line with expectations and shows progress.

This research is also supported by previous studies. The results of research conducted by Ratih et al. (2023) titled "Development of Papua Local Wisdom-Based Science E-Module on the Interaction of Living Things with Their Environment for Class VII Junior High School/MTs" aimed to determine its feasibility (validity, practicality, and effectiveness). The results showed that the Papua Local Wisdom-Based Science E-Module was in the "very feasible to use" category. Subsequently, research by Akbar et al. (2023) titled "Development of Jombang Regency Local Wisdom-Based Modules for IPAS Subject in Class IV Elementary School" aimed to determine feasibility and showed results of "feasible to use." The next study by Christina et al. (2021) titled "Development of Thematic LKS Based on Local Wisdom for Elementary School Students" aimed to produce an LKS that was valid and practical for use in learning, and the results met the valid criterion with an average score of 4.1. Meanwhile, the results of the practicality analysis from the teacher and student sheets, which consisted of 9 people, obtained an 89% result in the "very practical" category.

The researchers conclude that local wisdom has an influence on the learning process. The concept of local wisdom-based learning is a learning approach that integrates local values, culture, traditions, and knowledge into the educational process. This aims to increase the relevance of learning to the local cultural context and to build cultural and social identity (Shufa, 2018), besides improving learning outcomes, especially for introducing and applying the existing culture in a particular area, specifically East Kotawaringin's Habaring Hurung. Through the integration of local wisdom into the learning process, students can be helped to understand and appreciate local cultural values and traditions in a more contextual and relevant way (Kusnadi, 2022). The novelty of this research is the inclusion of a touch of local wisdom, namely Habaring Hurung, in the student's LKS, where all activities while completing the LKS contain instructions to practice Habaring Hurung. This not only introduces and preserves the Habaring Hurung culture but also aligns with the motto of East Kotawaringin.

D. CONCLUSION AND SUGGESTIONS

Based on the results of the development of the *Habaring Hurung* LKS, the researchers conclude the following:

1. The validation results from the three experts (material, language, and media) state that the *Habaring Hurung* LKS is in the valid criterion with an average score of 0.78. This falls within the score range of 0.60-0.80, which is the valid criterion.
2. The practicality test shows that the use of the *Habaring Hurung* LKS, as assessed by one teacher and 5 students through a questionnaire, is in the practical criterion, meaning this medium is practical for use.

3. The results of the group work from the 4 groups of students showed that their group work results were good, with all groups achieving scores between 80 and 85. All students in the groups began to implement *Habaring Hurung* and achieved good results. For individual results, the student post-test results led the researchers to conclude that the study successfully achieved the established KKM of 70, with 15 students achieving mastery, and the LKS was declared effective based on the results of student learning completion.

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