

Optimizing Social Studies (IPS) Learning in Elementary Schools through the Integration of Local Wisdom Values to Improve Students' Cultural Literacy in Grade VI SDN Curahdami 1

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ABSTRACT: *This study aims to optimize Social Sciences (IPS) learning in elementary schools through the integration of local wisdom values to improve students' cultural literacy. The study was conducted at SDN Curahdami 1 using a qualitative approach through interviews with grade VI homeroom teachers. The results of the study showed that the integration of local wisdom such as tape processing, visits to Ijen Geopark, and the use of digital media to introduce local arts such as Singo Ulung and Petik Kopi dance were able to create contextual, interactive and meaningful learning. Students showed high enthusiasm, strong curiosity and a tendency to explore their own culture. These findings indicate that a local wisdom-based learning approach not only strengthens students' cultural identity, but also shapes character and increases tolerance for cultural diversity. However, the lack of support from the government and the lack of cultural performances are challenges in wider implementation. Therefore, collaboration between schools and related parties is needed to support the strengthening of cultural literacy in elementary schools.*

ABSTRAK: ditulis Penelitian ini bertujuan untuk mengoptimalkan pembelajaran Ilmu Pengetahuan Sosial (IPS) di sekolah dasar melalui integrasi nilai-nilai kearifan lokal guna meningkatkan literasi budaya siswa. Studi dilakukan di SDN Curahdami 1 dengan menggunakan pendekatan kualitatif melalui wawancara dengan wali kelas VI. Hasil penelitian menunjukkan bahwa integrasi kearifan lokal seperti pengolahan tape, kunjungan ke Ijen Geopark, serta pemanfaatan media digital untuk memperkenalkan kesenian lokal seperti Singo Ulung dan tari Petik Kopi mampu menciptakan pembelajaran yang kontekstual, interaktif dan bermakna. Siswa menunjukkan antusiasme tinggi, rasa ingin tahu yang kuat dan kecenderungan untuk mengeksplorasi budaya mereka sendiri. Temuan ini menunjukkan bahwa pendekatan pembelajaran berbasis kearifan lokal tidak hanya memperkuat identitas budaya siswa, tetapi juga membentuk karakter dan meningkatkan toleransi terhadap keberagaman budaya. Namun demikian, kurangnya dukungan dari pemerintah dan minimnya pertunjukan budaya menjadi tantangan dalam implementasi lebih luas. Oleh karena itu, kolaborasi antara sekolah dan pihak terkait sangat dibutuhkan untuk mendukung penguatan literasi budaya di lingkungan sekolah dasar.

Keywords: *Social Studies, Local Wisdom, Cultural Literacy.*

I. INTRODUCTION

Major changes in various aspects of life, including education, are an impact of the globalization era. The rapid flow of information and advances in technology have erased geographical and cultural boundaries, making intercultural interaction something that cannot be avoided. In this kind of situation, every person's ability to understand and appreciate cultural diversity becomes crucial. Cultural literacy has emerged as one of the core competencies of the 21st century, as it not only fosters academic intelligence but also builds social sensitivity and strengthens cultural identity (Sujawardi et al., 2024).

Education is an activity in which every stage, from beginning to end, has been planned in advance. Education is not merely an ordinary activity; rather, it is an activity with a clear purpose and careful planning behind it. Education has a very important role in guiding children, as the nation's future successors, toward a better Indonesia. This is because education plays a key role in shaping a nation's achievements; through education, people can change their future and determine the future they wish to achieve (Mustadi, 2020). To create good education, the learning process must also be carried out well. A good learning process is one in which students are invited to directly experience or observe their surrounding environment as a whole; this can be done by teaching students about local wisdom (Sonia & Fadillah, 2023).

Local wisdom is a form of intelligence that grows out of the collective experience of a community in a given region. This intelligence is not formed instantly, but through a long process passed down from generation to generation and practiced in everyday life. Unlike knowledge obtained from outside sources, local wisdom is born from direct human interaction with the environment, and develops in line with the values, norms, and culture held by a particular group. Local wisdom therefore reflects the unique identity of a group, while also serving as an important source for preserving culture and creating social harmony (Saputri & Dessty, 2023).

Local-wisdom-based Social Studies (IPS) learning is an effort to implement or shape students' character so that it reflects the culture of the community or region in which they live. This is possible because local wisdom is the crystallization of noble values that have developed within the lives of the various ethnic groups found throughout Indonesia. In this context, Social Studies education plays an important role as an instrument for building national character while also improving the quality of human resources. Integrating local values into Social Studies learning is very important, because local-wisdom-based Social Studies education does not only serve to introduce knowledge, but also as a means of strengthening cultural identity, building character, and reinforcing national identity amid the strong currents of globalization (Zulfikar, 2020). For this reason, knowing and understanding local wisdom is very important for students, so that they can take part in preserving the fabric of life and environmental balance. Through this understanding, students are expected to be able to act wisely toward nature and to preserve their culture. In essence, the development of local wisdom cannot be separated from the influence of various factors that shape human attitudes; culture, religion, tradition, and the geographical conditions of a region all play a major role in shaping the local wisdom values passed down from generation to generation (Setiawan & Mulyati, 2020).

In efforts to optimize Social Studies learning at the elementary school level, integrating local wisdom values becomes highly relevant. Students not only learn to understand material theoretically, but can also directly relate it to their social and cultural life. Integrating local wisdom into Social Studies learning can improve students' cultural literacy, because they are encouraged

to recognize, understand, and appreciate the culture around them. Social Studies learning thus serves not only as a means of transferring knowledge, but also as a vehicle for shaping students' character and cultural identity as part of a pluralistic society firmly rooted in culture and local wisdom.

METHOD

The research method applied in this study is the qualitative method. The qualitative method is a type of data collection that is often carried out in the form of interviews.

Interviews in qualitative research consist of a number of informal questions that serve a specific purpose. Interviews in research are not merely ordinary conversation, but are used to obtain in-depth information from respondents.

According to (Rahmawati et al., 2024), the interview method is one of the techniques used to collect data through a process of questions and answers with respondents, either directly or indirectly. In this study, interviews were conducted directly with the grade VI teacher at SDN Curahdami 1.

According to (Nurrisa et al., 2025), qualitative research is a type of research that does not rely on mathematical models, statistics, or computer tools. Research begins by formulating basic assumptions and principles of thinking that serve as the foundation of the study. Meanwhile, according to (Waruwu, 2023), qualitative research is a research method that makes use of narrative description, or the use of words, to explain and elaborate on the meaning of various phenomena, symptoms, or particular social situations.

This study aims to understand what occurs within the research subject, such as observing students in the optimization of elementary-school Social Studies learning by incorporating local wisdom values as the primary source of learning. The interviews in this study place greater emphasis on uncovering the feelings, perceptions, and thoughts of the participant, obtained from the grade VI teacher as the main informant.

II. RESULT AND DISCUSSION

RESULT

Results – Teacher's Views on the Integration of Local Wisdom

Teachers at SDN Curahdami 1 view the integration of local wisdom into Social Studies learning as very important for cultivating students' awareness of their regional culture. Learning that begins from the immediate environment is considered capable of forming a strong initial understanding before students become acquainted with cultures from outside their region. Local culture such as Bondowoso tape (fermented cassava), the coffee-picking dance, and the Singo Ulung art performance serve as concrete examples introduced to students during the learning process.

Local-Wisdom-Based Learning Methods

Teachers at SDN Curahdami 1 apply a variety of contextual and engaging methods for students to integrate Bondowoso's local culture, one of which is a field study activity to Ijen Geopark, which provides a real experience of Bondowoso's natural and cultural potential. In addition, hands-on practices such as visits to a tape (fermented cassava) factory are also used to expand students' knowledge of their region's signature food. Teachers at SDN Curahdami 1 also make use of YouTube to introduce local arts, such as Singo Ulung, accompanied by an explanation of its background and cultural meaning.

Student Response to Local Culture Learning

Students at SDN Curahdami 1 showed high enthusiasm for learning directly related to local culture. Students actively asked questions and sought additional information independently, whether through books, the internet, or by asking people around them. However, teachers also found that students' interest declined when the material presented had become too familiar — for example, the tape-making process, which they had already seen many times, made students bored and less enthusiastic.

Challenges in Strengthening Cultural Literacy

The challenges faced by SDN Curahdami 1 in implementing local-wisdom-based learning include limited collaboration with cultural institutions to introduce Bondowoso's culture, as well as a lack of cultural performances that students can witness directly. Learning currently still relies heavily on individual teacher initiative, for example when taking students to the tape factory, and material on local wisdom is still largely sourced from the internet. In addition, many students still have limited understanding of the history and philosophy behind the culture they possess.

Hopes and Recommendations

Teachers at SDN Curahdami 1 hope that the school and the government can more actively support the strengthening of cultural literacy in schools, so that students become more familiar with the culture around them. This support could take the form of collaboration with the cultural affairs office, the organization of cultural outreach programs, and access to direct local cultural performances or practices at school. According to the teachers, with a deeper introduction to local culture, students will come to appreciate it more and feel encouraged to help preserve it.

Discussion

Local culture must continue to be protected and preserved so that it can be properly maintained. However, this is not an easy task, especially in today's era of globalization. Nowadays, many students already use mobile phones in their daily lives. Unfortunately, this phone use is often not directed toward beneficial purposes, such as expanding knowledge, but is instead used for less useful activities. Advances in Science and Technology are also one of the main causes of the decline in cultural values among the younger generation. The influence of foreign culture entering through the internet and social media makes some students prefer foreign culture over their own regional culture. Therefore, the role of teachers and parents is very important. They must supervise and encourage students to help protect and preserve local culture so that it does not disappear. In this way, local culture can continue to be known and appreciated by the next generation. Combining knowledge with technology to develop and sustain local culture can be an effective way to keep that culture alive and beneficial for human life in the future (Dahliani, 2024).

The local culture found in Bondowoso is an important part of the region's identity. This culture is a distinguishing characteristic that sets Bondowoso apart from other regions. Therefore, local culture must continue to be protected, preserved, and introduced to the younger generation, particularly elementary school students. However, based on observations made by the researchers, many students in Bondowoso are still not familiar with their own regional culture. One example of this was found at SDN Curahdami 01. At this school, it was found that students' knowledge of local culture is still limited. This has become an important concern for the school and its teachers. As a follow-up, SDN Curahdami 01 has begun making various efforts so that students can become better acquainted with Bondowoso's culture. These steps are expected not only to help students become familiar with local culture, but also to appreciate it, preserve it, and even introduce it to others, including visitors from outside the region or abroad. The ultimate goal

of this effort is to make local culture a tourist attraction. If Bondowoso's younger generation can introduce their culture well, then local culture can become one strategy for developing Bondowoso into a more widely known tourist destination.

The grade VI teacher who served as the informant for this study emphasized the importance of integrating local wisdom values into Social Studies learning at the elementary school level. According to this teacher, cultural understanding should ideally begin with the immediate environment. Students at SDN Curahdami 1 are introduced to and taught about the local wisdom found in Bondowoso — for example, tape as a signature food, the Singo Ulung art performance, and the Petik Kopi (coffee-picking) dance as an iconic dance — which helps students realize that every region has its own distinctive culture. This approach will later serve as a strong foundation for students to appreciate and understand cultures from other regions. Learning that begins with things students encounter in their daily lives will make it easier for them to understand the material and build connections with their surrounding environment.

Understanding local culture not only helps students recognize their own cultural identity, but also eases the process of adapting to and recognizing cultural differences from outside their region, even between islands. Within the context of Social Studies learning, local wisdom serves as an initial bridge for building students' love for their own culture and fostering multicultural awareness among them. This view is in line with research conducted by (Hazlim et al., 2024), which shows that local-wisdom-based Social Studies learning has a positive impact on elementary school students' cultural awareness. Students become more tolerant and open toward cultural diversity. This shows that a local-wisdom-based approach not only enriches Social Studies learning material at the elementary level, but also contributes to the formation of students' character and cultural identity from an early age.

Integrating local wisdom into Social Studies learning plays an important role in improving students' cultural literacy. The existence of diverse local cultures, each with its own history and meaning, is able to build students' curiosity. When students at SDN Curahdami 1 were introduced to local culture such as Singo Ulung and the Petik Kopi dance, they showed interest and curiosity through various questions about the origins of these traditions and their meaning. This curiosity encourages students to independently seek out additional information. Students explore by searching for additional information through the internet, books, and by asking their parents. This process is what helps improve students' cultural literacy, because students do not only learn from teachers at school but also carry out exploration through various media. This is in line with research conducted by (Azmi & Zainil, 2025) at SDN 12 Kp. Lapai, which found that integrating local wisdom values into Social Studies learning was able to improve students' knowledge of their own culture, which they had previously been less familiar with. Students came to better understand cultural concepts such as the baralek and barafak penghulu customs, among other cultural practices. In addition, students were also able to relate these values to everyday life, such as mutual cooperation (gotong royong) and deliberation (musyawarah).

The integration of local wisdom elements into learning has previously been carried out at SDN Curahdami 1 through SBDP (Cultural Arts and Crafts) lessons in grade VI. Before the grade VI practical exam, students were asked to perform the Petik Kopi dance together; this proved effective in increasing students' enthusiasm for and appreciation of their own regional culture. Through this activity, students were directly introduced to Bondowoso's local cultural heritage. In addition, the presence of a teacher at SDN Curahdami 1 with experience in Petik Kopi dance training also made a positive contribution, as students felt guided and trained by a competent teacher. The students' positive and enthusiastic response shows that local-culture-based learning can be an enjoyable yet meaningful way to strengthen cultural identity. This finding is in line with

the results of research conducted by (Rismawati & Al-pansori, 2025); in that study, a contextual approach based on local culture, such as *berugak* and *begibung*, made students more enthusiastic about sharing personal experiences, more active in discussions, and more confident because they felt they understood material that was close to their own lives. This was also observed at SDN Curahdami 1, where the presence of a teacher who was competent and experienced in *Petik Kopi* dance training further boosted students' enthusiasm, as they felt guided by someone who was already skilled. Therefore, both in Lombok and in Bondowoso, local-wisdom-based learning has been shown to increase students' enthusiasm and active participation.

After local wisdom material was incorporated into Social Studies learning at SDN Curahdami 01, students' response was highly enthusiastic, because they were able to learn the material directly and could connect what they already knew from books and the internet about the culture and signature foods of the Bondowoso region with direct, hands-on learning, and could also directly practice what they had learned. Teachers play a very important role in ensuring that students do not misunderstand local culture. According to (Iskandar, 2018), teachers play a very important role, being a key element within the education system, particularly in schools. Students are engaged through direct, hands-on experience so that they can better understand what they are learning through that experience — for example, when teaching a Science (IPA) lesson on pollution, the grade 6 teacher had students practice water purification and took them to a rice field to learn why wild plants grow there, which is caused by eutrophication resulting from excessive fertilizer use; students were also taken to the tape factory in Curahdami village and practiced the process directly. The methods used must strike a balance between explanation and hands-on practice so that students do not become bored.

In the direct-experience learning method, students are taken to Ijen Geopark, a place usually visited as a tourist destination, so that they can learn that Bondowoso has a natural attraction recognized worldwide, and see it for themselves. According to (Panjaitan, 2016), direct instruction is specifically designed to help students learn knowledge in the form of clear, well-organized facts and steps. Teachers want students to master both types of knowledge so that they can carry out various activities well and successfully. Direct instruction must be planned and carried out very carefully by the teacher. For it to run well, every skill or piece of material taught must be explained clearly, accompanied by examples, and practiced on a regular, consistent schedule. SDN Curahdami 01 strives to expand students' knowledge by providing them with learning experiences they have not yet encountered, through direct, hands-on experience. Teachers also make use of YouTube to provide students with knowledge, such as about *Singo Ulung*, since students tend to assume that *Singo Ulung* is simply a tiger costume, when historically it is something different; teachers therefore provide a detailed explanation of Bondowoso's culture to expand students' knowledge. Students are sometimes not enthusiastic when what is being practiced or explained is something they already know — for example, tape, since some students at SDN Curahdami 01 live near the tape factory, so when practicing tape-making they are not enthusiastic and are less interested because they already know the production process. Conversely, when students are taken to Bondowoso tourist destinations such as the Wurung crater, since the location is far away, students are much more enthusiastic — students have even asked to visit the Kelabang area to see *Singo Ulung*, although this has not yet been realized.

SDN Curahdami 01 has not yet established collaboration with any external party; however, the school does carry out learning on local cultural wisdom by visiting cultural sites in the city of Bondowoso, and even invites students to directly make Bondowoso's signature food, tape, with the aim of helping students recognize and learn about the local culture found in the city of Bondowoso, so that students are not overly influenced by foreign culture and begin to develop a

love for local culture. The role of government is also very important, not only the role of teachers and parents, in supporting the strengthening of cultural literacy at SDN Curahdami 01; the government could organize traveling outreach programs on Bondowoso's local cultures. For example, a district could hold a joint screening about the history of Singo Ulung, because as far as I know, to this day there has not yet been any cultural performance or similar event organized by the government or relevant authorities. So when we teach, we only get material from YouTube or the internet. This is perhaps because events such as the Singo Ulung theater performance only take place around Independence Day celebrations (17 August), sometimes once a year or only on certain occasions.

The grade VI homeroom teacher stated that the support needed from the government to strengthen cultural literacy in elementary schools is the organization of traveling outreach programs that explain local wisdom to students. To this day, cultural performances such as the Singo Ulung theater in Bondowoso are still rarely held on a regular basis by the government or related institutions. Yet performances of this kind have great potential as an educational tool for introducing local cultural values to the younger generation, particularly elementary school students. Through cultural outreach programs, students can be directly involved in a learning process that is not only informative, but also communicative and interactive. This kind of outreach can serve as an effective communication medium for conveying cultural messages, as well as for building an emotional connection between students and their regional culture. This is in line with the view of (Suherman et al., 2020) that the main purpose of communication is to create knowledge, understanding, interest, and support from various parties. Thus, this kind of cultural outreach activity does not only educate, but also strengthens students' sense of pride in and love for their regional culture.

It is hoped that by integrating local wisdom values into Social Studies lessons, students can improve their cultural literacy, as well as come to appreciate their regional culture more and learn how to preserve it. Through outreach programs, it is hoped that students will gain a better understanding of the history of the local culture around them, such as Singo Ulung. Going forward, it is hoped that the school can provide more concrete support for efforts to preserve and introduce local culture to students. One form of such support could be realized through collaboration with related parties, such as the cultural affairs office or local government, to facilitate learning activities outside the classroom — for example, by requesting permission to conduct educational visits or cultural tourism trips to places of historical or cultural significance in Bondowoso. This is in line with the view of (Hartaman et al., 2021) that cultural tourism is a form of tourism activity aimed at broadening a person's knowledge and perspective through visits to places with their own distinctive appeal and uniqueness. In such activities, visitors not only enjoy the beauty of a region, but also learn directly about the life of the local community, such as their customs, traditions, way of life, and the culture and arts they possess. Through cultural tourism, a person can gain a deeper understanding of cultural diversity, while also cultivating a sense of tolerance, appreciation, and concern for cultural heritage.

In fact, students are already reasonably familiar with the local culture around them, such as Singo Ulung and tape, which are Bondowoso's distinctive culture and food. However, their understanding is still limited to surface-level knowledge. Students still have limited understanding of the background or history behind this local wisdom — for example, the reason why tape became a signature food closely associated with Bondowoso. Therefore, the more students are encouraged to gain a deeper understanding of the culture and local wisdom in their region, the greater their enjoyment and enthusiasm for learning more and finding out more will become. When students begin to feel curious about and interested in their own culture, they will naturally

feel driven to protect and preserve that culture without feeling forced to do so. This is in line with the findings of (Saridevita et al., 2020), who state that in the teaching and learning process, curiosity is an important attitude that students need to have. This curiosity becomes the main driving force behind students feeling motivated to explore, find out, and learn various information with a high level of enthusiasm.

“If we were ever given the opportunity, I would like to hold a theatrical arts performance that shows students Bondowoso's arts directly,” said the grade VI homeroom teacher, giving as an example a live Singo Ulung performance staged directly in front of the students. By presenting this kind of performance directly in front of students, they would not simply learn about the art form through books or pictures, but could witness firsthand the movement, music, and story it contains. Through this kind of experience, students would find it easier to understand the story and history behind the local wisdom found in their surrounding environment. Besides fostering interest in and love for regional culture, this kind of activity would also serve as an effective educational tool for building awareness of the importance of preserving local culture as part of national identity.

III. CONCLUSION

Based on the results of the research conducted at SDN Curahdami 1, it can be concluded that the integration of local wisdom values into Social Studies (IPS) learning plays a highly significant role in improving elementary school students' cultural literacy. Teachers at SDN Curahdami 1 view introducing local culture from an early age as an important step in shaping students' character so that they love and appreciate their regional culture. Local culture such as Bondowoso tape, the Singo Ulung art performance, and the Petik Kopi dance are not merely supplementary material, but are made the core of learning, rooted in students' everyday lives. Through a contextual approach, students are not only introduced to culture through explanation, but also through hands-on practice and real experience.

Various learning methods are applied to help students become familiar with their own culture, ranging from field visits to cultural and natural sites such as Ijen Geopark, hands-on tape-making practice at a local factory, to making use of digital media such as YouTube to introduce regional arts. These methods have proven effective in building students' curiosity and enthusiasm, which in turn encourages them to independently seek out additional information. This shows that local-culture-based learning is able to foster active learning habits and increase student engagement in the learning process.

Through the research conducted at SDN Curahdami 1, several challenges were identified that the school faces in integrating elements of local wisdom, including limited direct cultural performances, the school's collaboration with cultural institutions not yet having been established, and students' limited understanding of the background of their own culture. Students only know the names of the cultural practices found in Bondowoso, but do not understand the meaning and values behind them. Therefore, students need to be given an in-depth introduction to their culture along with its history.

The role of the teacher is very important to the successful implementation of this kind of local-wisdom-based learning. Teachers act not only as conveyors of information, but also as learning facilitators capable of presenting local culture in various engaging and meaningful forms. In addition to teachers, the roles of parents and the government are also greatly needed to support cultural preservation. Activities such as local arts performances and collaboration between schools and the cultural affairs office can be strategic steps to ensure that local culture is not only recognized, but also appreciated and preserved by the younger generation.

The integration of local wisdom into Social Studies learning also has very broad benefits, not only improving students' understanding of their regional culture, but also contributing to character development and fostering an attitude of tolerance and appreciation for cultural diversity in Indonesia. If the integration of local culture continues to be carried out, local culture will remain alive and preserved.

Thus, local-wisdom-based Social Studies learning at SDN Curahdami 1 shows that a contextual educational approach, grounded in real experience and supported by various parties, can be an effective step for improving students' cultural literacy from an early age.

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