

## **Development of Students Worksheet Based on Banyuwangi Local Wisdom in Merdeka Curriculum for Social Science**

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**Abstract:** The independent curriculum is seen as an alternative in aligning Indonesia's educational goals with the demands of education in the global era without abandoning the characteristics of Pancasila. Teaching materials that support learning in order to create dimensions of Pancasila student profiles such as global diversity and critical reasoning are worksheets based on local wisdom. Local wisdom included in this LKPD includes Pecel Pithik food, Osing Tribe traditional houses, Jebeng Thulik clothing, Gandrung dance, and the Barong Ider Bumi tradition. The purpose of this study was to determine the development process, validity, effectiveness, and practicality of Banyuwangi local wisdom-based LKPD. The type of research used is development research with eight steps including (a) preliminary research; (b) development planning; (c) initial product design development; (d) product design validation; (e) initial product revisions; (f) trial use; (g) product development revisions; and (h) product effectiveness trials. The results of this study indicate that Banyuwangi local wisdom-based LKPD is very feasible to use in learning.

**Keywords:** Independent Curriculum, Learning, LKPD Based on Local Wisdom

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### **I. INTRODUCTION**

The development of the Indonesian education system continues to occur. This development can be seen from the existence of a new curriculum, namely the Independent Curriculum. Based on the Curriculum Question and Answer Handbook Merdeka (2022:13), one of the goals of the independent curriculum is to create inclusive learning, meaning that in this learning a sense of acceptance and respect for social differences is created, ethnicity, culture and religion. Inclusive learning in the independent curriculum can be seen through reflecting the dimensions of the Pancasila student profile, for example the dimension of global diversity.

Global Diversity In The Pancasila Student Profile Based On The Bskap Decision Ministry Of Education and Culture Number 009/H/KR/2022, namely that Indonesian students have the opportunity to defend their noble culture, place and identity, face other cultures openly, develop a sense of mutual respect and appreciation, so that a new culture is formed that does not conflict with the nation's noble culture. This decision requires an emphasis on integrating local wisdom into learning materials in the hope that students will not experience degradation of noble culture due to the rapid flow of globalization. The statement from the fourth grade teacher at SDN 1 Genteng Banyuwangi when interviewed stated that he still only uses independent curriculum teaching materials from the Ministry of Education and Culture, teaching materials that As is still used, namely the 2013 curriculum teaching materials, using teaching materials that still contain culture in general, as well as the introduction of local wisdom to students is still minimal. Judging from these conditions, efforts that can be made are to integrate local wisdom in learning materials. If seen in general, the teaching materials used in the independent curriculum are currently still minimal, so there is a need to develop teaching materials that support learning outcomes in the independent curriculum. (Kholifahtus, Agustiningsih, and Wardoyo, 2021:144). Teaching materials have an important role in learning activities, namely as a reference and reference for teachers in delivering material and as a reference for students in increasing knowledge, so that they can increase learning effectiveness (Hutama, 2016: 116). Teaching materials can usually be in the form of images, videos, or printed media such as books or worksheets.

The results of the analysis of class IV science (natural and social sciences) subject books show that there is science and social science material combined into one book. The book consists of 8 chapters that must be studied by students and each chapter consists of 3 topics, namely topics A, B, and C. One of the chapters containing local wisdom is Chapter 6 "My Indonesia is Rich in Culture". One of the teaching materials that would support understanding the material is a wisdom-based student worksheet (LKPD) local. According to Naqiyah, et al. (2019:611), LKPD is printed teaching material containing activity sheets for students such as instructions and steps to solve problems, thus allowing real activities to occur in learning. Local wisdom itself is defined as habits that arise from the surrounding community, such as customs that are not written down but are adhered to collectively and carried out from generation to generation. LKPD based on Banyuwangi local wisdom is a development that can be applied to learning. Apart from that, LKPD based on Banyuwangi local wisdom can

help teachers in the learning process, namely delivering learning material so that students gain more knowledge about Banyuwangi local wisdom (Fitriyah and Wardani, 2022:63).

Based on the background that has been explained, this research examines the development process, validity, effectiveness and practicality of Banyuwangi local wisdom-based LKPD. The aim of this research is to describe the process of developing LKPD based on Banyuwangi local wisdom and determine the validity, effectiveness and practicality of LKPD based on Banyuwangi local wisdom in the independent curriculum for the IPAS subject Chapter 6 "My Indonesia is Rich in Culture". The expected benefit of this research is that the LKPD developed can be used as a learning resource and alternative teaching material regarding Banyuwangi local wisdom material in the learning process.

## **II. LITERATURE REVIEW**

Based on the Independent Curriculum Question and Answer Pocket Book (2022:9), the independent curriculum is a curriculum with more diverse intracurricular learning, so that the content in learning materials can be more optimal and students have sufficient time to deepen their knowledge and concepts of the material being taught. Teachers are also given the freedom to choose and develop appropriate learning tools to suit students' needs. According to Devian and Desyandri (2022:10909), this independent curriculum is in accordance with Ki Hadjar Dewantara's views on the concept of education, namely that teachers and students are given the freedom to develop talents, skills and independent learning, thereby creating an independent student character. The independent curriculum is seen as an alternative in aligning Indonesia's educational goals with the demands of education in the global era without abandoning the characteristics of Pancasila (Fitriyah and Wardani, 2022: 241).

BSKAP Kemendikbudristek Decree Number 009/H/KR/2022, the Pancasila student profile is a form of interpretation of the goals of Indonesian education. The Pancasila student profile is an effort improving the quality of national education by creating students who have a globally competitive spirit and a personality that is in accordance with the values of Pancasila (Rachmawati, et al., 2022:3614). The Pancasila student profile consists of 6 dimensions, including: (1) faith, devotion to God the Almighty, and has noble character; (2) independent; (3) work together; (4) global diversity; (5) critical reasoning; and (6) creative. Ismail, Suhana, and Zakiah (2021:81) say that global diversity is a manifestation of Indonesian students who are open-minded in interacting with cultures in the world, so that a positive noble culture is formed that does not lose its locality and identity as a nation Indonesia, while critical reasoning is a very important thing for Indonesian students to have so they can face various problems around them well, skillfully and critically (Ernawati and Rahmawati, 2022:6133). Natural Sciences learning has an important role in realizing the dimensions of the Pancasila student profile, such as the dimensions of global diversity and critical reasoning. According to Wardani, Fitriyah, and Puspitaningrum (2021:88), students who think critically can solve problems well, so that they are able to maintain local culture so that it is not eroded by the flow of globalization and can make good use of foreign culture as a form of developing insight as a person. student.

Natural Sciences learning has an important role in realizing the dimensions of the Pancasila student profile, such as the dimensions of global diversity and critical reasoning. Science and science learning can trigger growth students' curiosity about phenomena that occur around them. In relation to Indonesia which has cultural diversity and local wisdom, with science learning it is hoped that students will be able to explore this diversity in solving a problem using materials. teaching must also support the learning process. Prastowo (2014: 238) states that teaching materials are materials in the form of information, text or devices that have been created systematically and adapted to the competencies that must be mastered by students in order to achieve learning goals. The teaching materials that will be developed in this research are printed teaching materials in the form of LKPD. LKPD is a sheet that contains material and problem solving stages in the learning process that adapt to the competencies that students want to achieve (Prastowo, 2015: 439). Fitriyah and Wardani (2022:65) say that local wisdom-based LKPD is printed teaching material in the form of sheets containing materials, summaries, and guidelines for students in carrying out tasks that must be completed with reference to basic competencies related to local wisdom. Making LKPD must be packaged and contain local wisdom values after being adapted to the learning material.

According to Shufa (2018:50), local wisdom is the result of human thought and work that is of good value and wisdom, so that it becomes a regional potential. This potential is passed down directly from generation to generation until it eventually becomes a characteristic of a particular region. Fahad (2017:29), the abundance of local wisdom in Banyuwangi Regency is a crown that must be guarded, preserved and shown to the world. This local wisdom can be utilized by students by implementing insights about ethnic values and local wisdom in Banyuwangi Regency into learning (Fitriyah and Wardani, 2022:65). The local wisdom of Banyuwangi that was included in the development of this LKPD includes the typical Pecel Pithik food, the Osing Tribe traditional house, Jebeng Thulik traditional clothing, the Gandrung traditional dance, and the

Barong Ider Bumi traditional tradition. According to Sudjana (2011:22), learning outcomes are the abilities that students have after following a series of learning processes. The learning outcomes that will be focused on in this research are cognitive domain student learning outcomes. These learning outcomes are obtained after students take a test learning outcomes, covering the abilities C1 (remember), C2 (understand), C3 (apply), and C4 (analyze). Students as users of teaching materials or products being developed need to know their assessment. This assessment can be in the form of comments or opinions on the teaching materials or products being developed. The responses from these students are used to determine the level of practicality of the teaching materials being developed. If at a certain point the teaching materials being developed are considered appropriate, then the indicator at that point is that the teaching materials are good. Vice versa, if a certain point is deemed inappropriate or confusing, then the indicator at that point is not good and needs to be revised. The responses of students in this study were measured using a questionnaire sheet (Masyhud, 2021:276).

Research that is relevant to this research is research conducted by Kalifah and Nugraheni (2021). Based on the results of his research, thematic LKPD based on local wisdom is very interesting and feasible with the percentage of quantitative data obtained based on respondents in small-scale trials of 81.75%, and large-scale trials of 90.25%, so it is suitable for use as teaching materials for teachers and students. . The difference between the previous LKPD and the one that will be developed lies in the material being adapted to the elements and learning outcomes (CP) in the independent curriculum. The following is the framework for thinking about this development research.

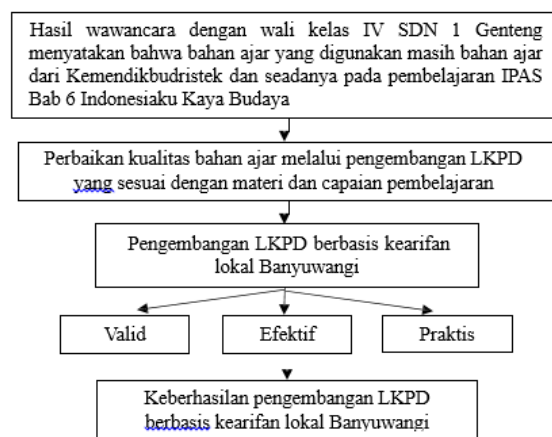


Fig.1 Research Thinking Framework

### III. RESEARCH METHODOLOGY

The research was carried out using the Research and Development research type Development (R&D) by Borg and Gall. The subjects used in this research were class IV students at SDN 1 Genteng Banyuwangi, totaling 79 children, consisting of 40 class IVA children and 39 class IVB children. Before determining the experimental class and control class, a homogeneity test is carried out to see whether the two classes in the sample data that have been selected come from a population with the same variance or not.

**Tabel 3. Hasil Uji Homogenitas**  
**Test of Homogeneity of Variances**

Nilai UAS IPAS			
Levene Statistic	df 1	df 2	Sig.
.129	1	77	.720

Based on the results of the homogeneity test that was carried out, a significance value of  $0.720 > 0.05$  was obtained, so it can be stated that the two classes are homogeneous. Class IVA is the control class and class IVB is the experimental class. The product effectiveness trial in this research was carried out at SDN 1 Genteng Banyuwangi. SDN 1 Genteng was used as a research site because it had certain considerations, namely that the fourth grade teacher at SDN 1 Genteng had never used or developed teaching materials in the form of student worksheet-based worksheets.

Banyuwangi local wisdom. Apart from that, the school is also willing to be used as a place study. The time for carrying out this research is in the even semester of the 2022/2023 academic year. The research procedure used in this development research is development research according to Mashhud (2021:247), there are 10 steps, namely: (a) preliminary research; (b) development planning; (c) initial product design

development; (d) product design validation; (e) revision initial product; (f) trial use; (g) revision of development products; (h) product effectiveness trials; (i) final products and mass products; and (j) product dissemination and implementation. The development research carried out only reached step 8, due to limited funds and research time, and at this step the validity, effectiveness and practicality of the product being developed could be determined.

Data collection methods and instruments in this research include: (a) interviews; (b) validation sheet; (c) student response questionnaire; (d) learning outcomes tests; and (e) documentation. The instruments used in research must be developed first so that the instruments can have an effective function. Test instrument development includes 3 things, namely validity, reliability and distinguishing power as well as the level of test difficulty. Learning outcome tests that will be used to measure students' cognitive learning outcomes must be tested first in order to produce data that is valid, reliable, and has adequate distinguishing power and level of test difficulty. The test instrument trial was carried out at SDN 5 GambiranBanyuwangi with 20 class IV students. Data analysis techniques in this research include: (a) analysis of validation data; (b) analysis of product effectiveness test data; and (c) analysis of product practicality test data.

#### **IV. RESULT AND DISCUSSION**

Development of LKPD based on Banyuwangi local wisdom in the independent curriculum for the science and science subject Chapter 6 "My Indonesia is Rich in Culture" using development research procedures by Borg and Gall (Masyhud, 2021:242). The development research steps consist of 10 steps, but in this research only the 8th step was carried out, because the aim of this research was to determine the validity, effectiveness and practicality of the product being developed. The process of developing LKPD based on Banyuwangi local wisdom is as follows.

##### **a. Preliminary research**

Preliminary research was carried out using the 3P method (Paper, Place, and Person). Based on the method that has been carried out, there are problems in implementing learning with an independent curriculum, namely

The material in the teaching materials from the Ministry of Education and Culture, especially the science and technology books, still contains culture general. This causes students to be less familiar with the culture in the surrounding area, so it is necessary to integrate local wisdom into learning materials so that students do not experience cultural degradation due to globalization. Based on the results of interviews with class IV teachers, it is known that the teaching materials used are still minimal, namely teaching materials from the Ministry of Education and Culture, so it is very necessary to develop teaching materials based on Banyuwangi local wisdom to increase students' knowledge about Banyuwangi local wisdom.

##### **b. Development planning**

This product development planning is carried out in accordance with the information that has been obtained in the form of a research and development proposal. The development research proposal prepared contains the following things: (1) research title; (2) problem formulation; (3) research objectives and benefits; (4) literature review; and (5) research methods and procedures including the instruments required for research.

##### **c. Initial product design development**

The first step in the initial product design development stage is to draw up a grid regarding the contents of the product design that will be produced. The following is an initial product design grid development of LKPD based on Banyuwangi local wisdom in an independent subject curriculum IPAS Chapter 6 "My Indonesia is Rich in Culture". After compiling the grid, the next step is to prepare the application device used to prepare LKPD based on Banyuwangi local wisdom according to the grid. The application used is Canva which can be accessed via Google. The steps for preparing a LKPD based on Banyuwangi local wisdom are as follows.

- 1) Determine the background color on the LKPD cover by clicking on the background color, then the color options will appear.
- 2) Provide the book title, level of education, pictures of Banyuwangi local wisdom, student identity column, and author's name.
- 3) Provide an introduction, so that students can understand the contents of the LKPD.
- 4) Make a table of contents.
- 5) Write instructions for using LKPD based on local Banyuwangi wisdom.
- 6) Write down learning outcomes, elements achieved, dimensions of the Pancasila student profile, and allocation of learning time.
- 7) Write down learning objectives and indicators of achievement of learning objectives.

- 8) Prepare material and questions that must be answered by students.
- 9) Write a summary of the existing material.
- 10) Provide evaluation question practice.
- 11) Write a bibliography.
- 12) Provide a biography of the author as an identity that makes the LKPD based on local wisdom Banyuwangi.
- 13) Make the back cover of the LKPD based on local Banyuwangi wisdom. d. Product design validation

This product design validation stage was carried out by 3 validators consisting of 2 PGSD University lecturers Jember, namely Mrs. Chandra Ayu Proborini, S.Pd., M.Pd. as a media expert and Mr. Drs. HariSatrijono, M.Pd. as a language expert, as well as 1 class IV teacher at SDN 1 Genteng, namely Mrs. Hilyatullman, S.Pd. as a material expert. Product design validation is carried out by providing a validation sheet along with the LKPD that has been created to the validator. The validation sheet contains several assessment aspects, namely content suitability, presentation and use of language in LKPD. The validator only provides a checklist (√) and suggestions improvements to the available columns after seeing the LKPD based on Banyuwangi local wisdom.

#### **e. Initial product revision**

Initial product revision is the stage of correcting deficiencies in the LKPD being developed. This initial product revision was carried out in accordance with suggestions from validators during product design validation. A number of

Product revisions carried out include the following.

The trial of using LKPD based on Banyuwangi local wisdom was carried out on a small scale, namely on 20 class IV students at SDN 5 Gambiran were randomly selected by the class teacher. The average percentage of trial results using LKPD is 90%. This value is included in the very effective category, so that the LKPD based on Banyuwangi local wisdom is suitable for trial use in The next step.

#### **g. Revision of development products**

Revisions to the development product were carried out based on feedback and comments obtained from trials using Banyuwangi local wisdom-based LKPD on 20 class IV students at SDN 5 Gambiran. The results of the trial use show that of the 10 statements tested get a good response from students, so that at this stage there are no improvements to the product and the product is worth testing on a large scale to determine the level of product effectiveness.

#### **h. Test product effectiveness**

The product effectiveness testing phase was carried out in 2 classes, namely classes IVA and IVB at SDN 1 Genteng for 4 days. This trial uses the experimental method. The steps taken on the first to third days were providing learning to class IVA as a control class and class IVB as an experimental class. Learning in class IVA uses books from the Ministry of Education and Culture, while in class IVB uses LKPD based on local Banyuwangi wisdom. The fourth day is giving learning results tests to all students in classes IVA and IVB. This aims to determine students' learning abilities after being given different treatment. The learning outcomes test consists of 26 multiple choice questions which have been declared valid, reliable, have differentiating power and the level of test difficulty. The results of the test are then analyzed to determine the effectiveness value of the LKPD being developed. Apart from that, the practical value of LKPD can be known through students' responses by giving a questionnaire after learning using LKPD based on local Banyuwangi wisdom.

The results of developing LKPD based on Banyuwangi local wisdom in the independent curriculum for the science and science subject Chapter 6 "My Indonesia is Rich in Culture" can be seen from 3 aspects, namely validity, effectiveness and practicality. First, the validation results obtained from the three validators can be seen in the following table. Based on the validation results, it was then calculated using the Valpro formula and produced a score of 92 and was included in the very feasible category. Second, the effectiveness of Banyuwangi local wisdom-based LKPD products is obtained by doing effectiveness trial at SDN 1 Genteng Banyuwangi, in class IVA as a control class with numbers 40 students and class IVB as an experimental class with a total of 39 students. This stage is carried out by looking at the achievement of students' learning outcomes after using the LKPD developed. The students' learning outcomes are measured using learning outcomes tests in the domain cognitive. The learning result data obtained was then analyzed using SPSS to see the results of the Independent Sampling t-test. The t-count result was 18.960. The tcount results are then consulted with ttable at a significance level of 0.05. The ttable value for the significance level is 0.05 with df 77 of 1.665. The results obtained show

that the tcount value is greater than ttable ( $18.960 > 1.665$ ), so it can be concluded that LKPD development products based on Banyuwangi local wisdom are more effective from books from the Ministry of Education and Culture. The next step is to calculate the relative effectiveness level of learning using LKPD based on Banyuwangi local wisdom with the ER formula. The data used is the mean value of the control and experimental class test results. Based on the calculation results, it is known that the ER result is 44% which is included in the medium effectiveness category, so that the learning outcomes of class IVB students as an experimental class who use LKPD based on local Banyuwangi wisdom are more effective compared to the learning results of class IVA students as a control class who do not use LKPD based on Banyuwangi local wisdom.

Third, the practicality of Banyuwangi local wisdom-based LKPD products was assessed using a student response questionnaire in the experimental class, namely class IVB, totaling 39 students. It is known that the score obtained was 92.6. This value is included in the very effective category, so that the LKPD based on Banyuwangi local wisdom is very practical for use by fourth grade elementary school students. The discussion in this research contains theoretical studies and the results of development research that has been carried out. According to Prastowo (2014:238), teaching materials are materials that can be in the form of information or texts that have been prepared systematically and adapted to the competencies that must be mastered by students. The teaching materials used at SDN 1 Genteng Banyuwangi are the science and science books from Ministry of Education and Culture. The material in the book still contains culture in general, therefore a LKPD based on Banyuwangi local wisdom was developed so that students can get to know. The surrounding culture also reflects the dimensions of global diversity and critical reasoning in accordance with the Pancasila student profile. The material in this LKPD based on local Banyuwangi wisdom is adjusted to the learning outcomes (CP) and learning objectives (TP) in the subject IPAS Chapter 6 topic B "Indonesian Cultural Riches" for fourth grade elementary school students.

Dora (in Putri and Ananda, 2020:71) believes that local wisdom is a norm, policy, belief, value and custom that survives and is implemented continuously so that it becomes the cultural identity of the community. There is a lot of local wisdom in Banyuwangi Regency varied, but what is focused on in this research includes typical Pecel Pithik food, Osing Tribe traditional houses, JebengThulik traditional clothing, Gandrung traditional dance, and the Barong IderBumi traditional tradition. The reason for focusing on local wisdom is because local wisdom comes from Kemiren Village, Banyuwangi. Kemiren Village is a traditional tourist village in Banyuwangi Regency, which continues to preserve the cultural diversity of the Osing tribe, so that by integrating local wisdom in the LKPD being developed it can be known by the entire Banyuwangi community. Having LKPD based on local wisdom in learning is very important, because it can increase students' knowledge of the local wisdom around them. Through this LKPD based on Banyuwangi local wisdom, the cultivation of the dimensions of the Pancasila student profile with global diversity and critical reasoning can be achieved well because it contains Banyuwangi local wisdom which must be maintained and preserved so that it is not eroded by the flow of globalization.

In general, the development of LKPD based on Banyuwangi local wisdom in the independent curriculum for the Science and Technology subject Chapter 6 topic B "Indonesian Cultural Riches" is going well. LKPD This can be an alternative teaching material that can be used in classroom learning. A series of tests have been carried out, resulting in the product being developed influence on student learning outcomes. Based on this, LKPD is based on local wisdom Banyuwangi can be used by teachers to help students increase their understanding of Banyuwangi local wisdom and make learning more meaningful.

## V. CONCLUSION

The process of developing LKPD based on local wisdom in Banyuwangi in the independent curriculum for science and science subjects Chapter 6 topic B "Indonesian Cultural Riches" for fourth grade elementary school students uses the Borg and Gall development model and is carried out with only 8 stages out of 10 existing stages, because of the aim of this research just to find out the effectiveness and practicality of the LKPD being developed. The results of developing LKPD based on Banyuwangi local wisdom show valid, effective and practical results. The validation results from the three validators were 92% with the very feasible category. Analysis from the Independent sampling t-test shows that the tcount is 18.960, while t-table at a significance level of 0.05 with df 77 is 1.665. Based on these results, it can be seen that the tcount value is greater than ttable ( $18.960 > 1.665$ ), meaning that the LKPD based on Banyuwangi local wisdom is declared effective. Furthermore, the learning outcomes of experimental class students obtained an average test score of 90.38, while that of the control class was 57.57. Based on the average test score, the relative effectiveness level percentage reached 44% with the medium effectiveness category. The practicality of the LKPD based on Banyuwangi local wisdom was obtained from the results of the experimental class student response questionnaire which showed a score of 92.6% in the very effective category. This shows that the LKPD based

on Banyuwangi local wisdom is declared valid, effective and practical, so it is very suitable for use in the learning process.

It is recommended that the results of this development and research can continue to be used by teachers and students in the learning process to strengthen understanding of local wisdom learning in their area. and remembering the results of using LKPD based on Banyuwangi local wisdom can be created effective learning, it is recommended that this LKPD can be widely used in schools in the Banyuwangi area.

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