

## Implementation of Project-Based Learning Model Integrated with Local Wisdom in Language Learning in Elementary School

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### Abstrak

Penelitian ini bertujuan untuk menganalisis implementasi model pembelajaran berbasis proyek yang terintegrasi dengan kearifan lokal dalam pembelajaran bahasa di SD Negeri 10 Muara Batu. Penelitian ini dilakukan dengan menggunakan pendekatan kualitatif deskriptif. Subjek penelitian meliputi 23 siswa kelas V dan satu guru bahasa. Data dikumpulkan melalui observasi, wawancara semiterstruktur, kuesioner, dan dokumentasi. Data yang diperoleh akan dianalisis melalui tahapan pengumpulan data, kategorisasi, analisis tematik, interpretasi, dan penyajian hasil. Hasil penelitian menunjukkan bahwa integrasi PjBL dengan kearifan lokal secara signifikan meningkatkan pemahaman siswa tentang budaya lokal dan mendorong keterlibatan aktif mereka dalam proses pembelajaran. Tahapan pembelajaran meliputi pengenalan konsep kearifan lokal, pemahaman melalui diskusi, dan praktik langsung dalam proyek budaya. Dukungan dari guru, sekolah, dan partisipasi orang tua berkontribusi pada keberhasilan implementasi model pembelajaran ini. Pendekatan ini juga mampu meningkatkan motivasi belajar dan rasa bangga siswa terhadap warisan budaya lokal. Temuan menunjukkan bahwa model pembelajaran berbasis proyek yang mengintegrasikan kearifan lokal efektif dalam memperkaya pengalaman belajar dan membentuk karakter siswa yang kritis, kreatif, dan memiliki keterampilan sosial yang baik.

**Kata kunci:** Model PjBL; Kearifan Lokal; Belajar

### Abstract

This study aims to analyze the implementation of a project-based learning model integrated with local wisdom in language learning at SD Negeri 10 Muara Batu. This research was conducted using descriptive qualitative approach. The research subjects included 23 grade V students and one language teacher. Data were collected through observation, semi-structured interviews, questionnaires, and documentation. The data obtained will be analyzed through the stages of data collection, categorization, thematic analysis, interpretation, and presentation of results. The results showed that the integration of PjBL with local wisdom significantly improved students' understanding of local culture and encouraged their active involvement in the learning process. The learning stages include the introduction of local wisdom concepts, understanding through discussion, and direct practice in cultural projects. Support from teachers, schools and parents' participation contributed to the successful implementation of this learning model. This approach is also able to increase students' learning motivation and sense of pride in local cultural heritage. The findings indicate that a project-based learning model that integrates local wisdom is effective in enriching learning experiences and shaping students' character who are critical, creative, and have good social skills.

**Keywords:** PjBL Model; Local Wisdom; Learning

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## **INTRODUCTION**

The development of the world of education continues to change in line with the times and curriculum policies. One of the important developments in the Indonesian education system is the implementation of the Merdeka Curriculum, which provides more space for students to develop according to their talents, interests, and potential. This curriculum places learners at the center of the learning process, with the hope of improving the quality of education and the relevance of learning for students in the future, (Matiala dkk. 2023).

One of the learning models that supports the Merdeka Curriculum is Project-Based Learning (PjBL). This model provides opportunities for students to learn through real projects that encourage active involvement of students in the learning process, (Taub dkk. 2020); (Seibert 2021). In addition, PjBL allows students to develop 21st century skills such as communication, collaboration, critical thinking, and creativity. This learning model is also relevant to the context of educational needs in Indonesia, where contextualized and meaningful learning is needed to build deeper learning experiences.

One approach that can support the success of PjBL is the integration of local wisdom into the learning process. Local wisdom includes cultural values, customs and traditions that are passed down from generation to generation in local communities. Integrating local wisdom in learning not only helps students understand their cultural heritage, but also enriches the learning process with materials close to students' living environment, (Bal 2023); (Colbert dkk. 2023). This allows students to learn in a way that is more contextual and relevant to their daily lives, as well as building a sense of pride and appreciation for local culture. However, until now, the application of PjBL models integrated with local wisdom in elementary schools has not been fully implemented widely, especially in language learning.

SD Negeri 10 Muara Batu is one example of a school that tries to implement this model. This research examines the implementation of project-based learning model integrated with local wisdom at SD Negeri 10 Muara Batu. This research is important because the application of PjBL integrated with local wisdom in elementary schools is still relatively new and has not been widely implemented, especially in language subjects. Local wisdom is an important part of cultural identity and community knowledge, which should be passed on to the younger generation. Unfortunately, in the context of school learning, the integration of local wisdom is often neglected, so students do not get the opportunity to know and understand their culture deeply. In addition, this research is also relevant to the efforts to implement the Merdeka Curriculum, which emphasizes learner-centered learning. By integrating local wisdom into the PjBL model, students not only gain academic knowledge, but also social skills, such as cooperation, communication, and critical thinking, which are indispensable in the modern era.

Research related to the topic of Project-Based Learning (PjBL) learning model has been conducted by several researchers before. Among them, research by (Liando et al. 2023) which examines the implementation of the PjBL model in improving Indonesian language learning outcomes at SD Negeri 32 Manado. The results showed that the application of the PjBL model could improve student learning outcomes with completeness reaching 84.6% in Cycle II, thus proving that PjBL is effectively used as a learning strategy in elementary schools.

Another study was conducted by (Perayani and Rasna 2022) which focused on learning listening skills using PjBL-based podcast media. This study shows that although the implementation of learning is in accordance with the PjBL model scenario, there are some aspects that need to be improved, such as the implementation of essential questions and question evaluation. However, overall, the PjBL model is effective in improving students' listening skills.

Meanwhile, (Fuadin and San Fauziya 2022) examined the implementation of PjBL in the Indonesian General Obligation Course at the college level. This study found that the PjBL model not only helped students achieve the expected learning outcomes, but also developed their ability to work together, think critically, and produce written works in the form of anthologies with an average score of 86.2. Thus, PjBL is proven to support more productive and collaborative Indonesian language learning.

Although previous studies have examined many things about the implementation of PjBL, but those that focus on the implementation of PjBL by integrating local wisdom are still limited.

## **RESEARCH METHODS**

This research used a qualitative approach with a descriptive design to analyze the implementation of a project-based learning model integrated with local wisdom in language learning at SD Negeri 10 Muara Batu. The research subjects consisted of 23 fifth grade students, consisting of 9 female students and 14 male students, as well as language teachers who implemented the learning model. Data were collected through several methods, namely direct observation of the learning process, semi-structured interviews with teachers and students, and questionnaires to measure students' understanding of local wisdom and the effectiveness of the PjBL model applied. In addition, documentation in the form of student learning products and lesson plans will also be collected. The data obtained will be analyzed through the stages of data collection, categorization, thematic analysis, interpretation, and presentation of results. To ensure data validity, this research will use source triangulation by comparing data from observations, interviews, and questionnaires. The results of the analysis will be presented in the form of a narrative describing the key findings, complemented by quotes from interviews and observation data to strengthen the argument.

## **RESULTS AND DISCUSSION**

### **Results**

The application of a project-based learning model combined with local wisdom for students of SD Negeri 10 Muara Batu has shown significant results in improving students' understanding of local customs and culture. This method not only helps students understand cultural concepts in theory, but also encourages their activeness in the learning process. The Project-Based Learning model allows students to learn through real projects that are relevant to everyday life, so that learning becomes more contextual and meaningful. In this process, students are invited to not only receive information, but also apply it directly through structured practical activities.

The learning process begins with the introduction of basic concepts about local wisdom. Students are introduced to local cultural values, traditions and customs. After that, they are given a deeper understanding through discussions and field observations, which help strengthen the knowledge they have gained. Finally, students are given the opportunity to practice and apply this knowledge in real projects, for example by creating cultural products or participating in traditional activities. With these continuous stages, students not only understand theoretically, but also have relevant practical skills, so their knowledge becomes more comprehensive and integrated in their daily lives. Through this approach, not only does the students' learning motivation increase, but it also fosters a sense of pride in their local cultural heritage.

With structured stages ranging from introduction, understanding, to hands-on practice, students gain in-depth knowledge of local wisdom. These stages will be further explained below.

### **1. Introduction Stage**

In the early stages of learning, educators play a key role in explaining how the PjBL model is applied by integrating elements of local wisdom. This explanation is delivered in an interesting and easy-to-understand way, making it easier for learners to understand. Through an interactive approach, educators present local wisdom materials. The use of media in the learning process is also very important, because it helps organize information in a systematic and structured manner, so that the basic concepts of local wisdom become clearer to students.

The media not only serves as a visual aid, but also helps learners build a strong initial understanding before proceeding to a more in-depth stage, such as understanding more complex concepts and direct practice. In this process, learners will apply their knowledge in real situations. The use of media also plays an important role in increasing learners' active involvement, encouraging them to discuss, ask questions and interact more. Thus, the learning atmosphere created becomes more dynamic, collaborative, and focuses on the active participation of each learner.

### **2. Comprehension Phase**

The comprehension stage is a very important phase in the learning process. Learners begin to internalize the knowledge they have acquired. In this stage, they engage in various exercises and discussions designed to help them explain concepts clearly, think critically, and describe culture and local wisdom in more depth and detail.

This activity has multiple benefits. First, it strengthens their understanding of the material being taught. Second, it develops communication and critical analysis skills. By actively participating in discussions, learners can not only share ideas and views, but also broaden their horizons through the perspectives of classmates. In addition, repeated practice plays an important role in helping them remember and understand the information they have learned. This process ensures that the knowledge they acquire is well embedded in their minds, making it ready to be applied in the upcoming practice phase. In this way, learners not only master the information, but also develop the ability to apply it in real situations.

### **3. Practice Stage**

In the final stage, learners are given the opportunity to apply the knowledge they have gained through hands-on practice and presentations. In this practical session, they illustrate various aspects of Acehnese local wisdom, including traditional houses, traditional clothing, traditional hats and musical instruments. This hands-on experience allowed them to experience and understand more deeply how local culture and wisdom are implemented in the daily lives of Acehnese people. In addition, these practical activities help learners to internalize the values contained in culture, customs, and to appreciate the cultural heritage around them. The interaction and cooperation among learners during this activity is also very important, as they learn to work in teams, face challenges collectively, and provide support to each other.

Next, at the presentation stage, learners share their work related to the culture and local wisdom they have drawn. They were divided into four groups, each responsible for presenting a different theme, namely Aceh traditional houses, Aceh traditional clothes, Aceh traditional hats, and Aceh traditional musical instruments. The purpose of this activity was to develop critical thinking skills, increase independence, and foster an active and participatory attitude among students. Drawing and presenting activities carried out in the context of learning in elementary schools can increase students' active learning time. In this process, it is seen that character values such as honesty, cooperation, and mutual respect can be instilled, and learners' creativity can

increase thanks to the critical thinking process in solving various problems they face, (Prastowo 2018).

However, it is important not to stop at these activities alone; the surrounding environment should also be a concern. The creation of a supportive environment greatly influences the success of the learning process. When choosing activities that match children's experiences in introducing local cultures with traditional values, educators should be aware of the challenges. Today's young generation is more likely to like things that are instant and easy. Therefore, educators need to design conditions that are interesting and relevant, so that students want to recognize and appreciate the local wisdom around them.

The presentations made by the students provided a platform for them to convey their understanding in an oral and visual way. During this session, students not only expressed their knowledge, but also strengthened their critical thinking skills by answering questions and providing in-depth explanations about local culture and wisdom. This activity also fosters a sense of independence, as students are required to prepare materials that will be presented in front of the class, which will be witnessed by other group peers. In the context of this presentation, only one individual from each group came forward to convey information to the class. In addition, this presentation activity trains an active and participatory attitude, where students must have the courage to appear in front of the class, communicate effectively, and explain the concepts they have with confidence. This overall process contributes to the formation of independent, critical and active characters, and strengthens their ability to convey ideas and information in an effective way.

On the other hand, the application of regional cultural preservation has many positive values that can be developed in students. These values are also closely related to the six main dimensions in implementing the Pancasila learner profile, namely: faith and devotion to God Almighty, understanding of global diversity, spirit of cooperation, creativity, independence, and ability to reason critically, (Santoso et al. 2023). In the context of learning based on local wisdom, this approach can be a new means of delivering learning materials while accelerating the process of student character building, (Sulianti, Safitri, and Gunawan 2019).

Based on the results of observations and interviews conducted, it was revealed that many students did not have knowledge about their own culture. This situation shows that the education system that prioritizes cognitive abilities can neglect other important aspects, such as understanding of local culture and wisdom. Therefore, project-based learning that emphasizes local wisdom is proposed as a solution to help learners better recognize and understand their culture.

Local wisdom, which is the result of a long process of maintaining traditions, is implicit in various aspects of people's lives, (Widyanti 2015). For example, when asked about various elements of traditional culture such as traditional houses, regional dances, traditional musical instruments, and traditional clothing, many learners cannot answer. To explore values related to local wisdom, I used an instrument that I developed based on the theory from (Wiediharto, Ruja, and Purnomo 2020). The values include religious values, mutual cooperation, morals, and tolerance.

By actively involving learners in project activities, they not only learn about local culture, but also develop essential social skills, such as cooperation, communication, and presentation skills. The development of these skills is crucial to forming learners who are not only academically smart, but also have a good understanding of local culture and values.

From a religious value perspective, although there are some challenges in its implementation, project-based learning also opens up opportunities to integrate religious values in learners' daily activities. This contributes to the character building of learners who

are religious and have a deep understanding of spiritual values that are very important in daily life, (Rahmatih, Maulyda, and Syazali 2020).

The percentage of students' understanding of traditional culture and local wisdom only reached 50%, indicating that their knowledge of local wisdom was minimal before this project was implemented. Local wisdom-based learning is considered very important to increase students' awareness of the culture around them. Different learning approaches through project models can create a more fun and interesting learning atmosphere, (Nurhidayati et al. 2024). Therefore, teachers are advised to apply this project-based learning model, as this can be more effective in overcoming the problems faced by students in the learning process, (Syawaluddin and Amran 2024).

During the implementation of the project, students showed a very high level of enthusiasm. They seemed eager to learn about local wisdom and were actively involved in every activity held. This shows that this project-based learning method is successful in increasing students' interest and involvement in the teaching and learning process. The local wisdom taught contains various positive values that are upheld by the local community, as well as a prohibition for them to damage the wisdom. This local wisdom can be manifested in various aspects of culture, such as traditions, customs, arts, and belief systems adopted by the community.

Overall, the implementation of project-based learning model integrating local wisdom at SD Negeri 10 Muara Batu went well and succeeded in improving students' understanding of their culture. In addition, there are several factors that support the implementation of this learning model. The following will explain these supporting factors.

#### **1. Teacher commitment**

Teachers' commitment is one of the key factors supporting the implementation of project-based learning model that integrates local wisdom at SD Negeri 10 Muara Batu. In this school, teachers show a very high level of commitment in implementing project-based learning. They are not only involved in teaching, but also actively participate in every stage of the process, from planning, implementation, to evaluation of learning outcomes. This reflects their dedication in creating an effective learning environment for students.

#### **2. Learner Enthusiasm**

Students' enthusiasm also serves as one of the most important supporting factors. The learners show high enthusiasm in following all activities related to the project. They were very interested in learning about local wisdom, and their involvement in each activity was very visible. This high level of participation shows that the project-based learning approach not only attracts students' interest, but is also effective in increasing their involvement during the learning process, thus creating a dynamic and interactive learning atmosphere.

#### **3. School Support**

The support provided by the school also plays a crucial role in the successful implementation of project learning that emphasizes local wisdom. The school is committed to providing comprehensive support for the project by providing the necessary resources, such as teaching materials, teaching aids and other facilities. With this support, project activities can run more smoothly and effectively, thus providing a better learning experience for students.

#### **4. Parent Participation**

Parents' involvement in project activities also contributes significantly. They play an active role by providing information and resources related to local wisdom in their neighborhood. This support is invaluable, as it helps students to understand and appreciate the local wisdom around them in a more in-depth and contextualized way. Through parents' participation, students can gain a broader perspective on the cultural values and traditions that exist in their community.

## **Discussion**

The development of the learning process is strengthened through the application of the Project-Based Learning (PjBL) model. This model prioritizes the concept of comprehensive and integrated learning, which is based on project activities, so that it can increase students' enthusiasm and motivation in participating in the learning process. Research conducted by (Sari, Satrijono, and Sihono 2015) showed similar results. In the context of Curriculum 2013 (K-13), thematic integration is maintained in the independent curriculum. This is because the essence of the learning process is to focus on students, who are expected to optimize their potential. There is a difference in the concept of orientation of children's learning outcomes; currently, children are invited not only to see the final achievement, but also to understand and appreciate the process that is passed. Therefore, the understanding of academic achievement needs to be changed in the perspective of an educator to be more holistic.

Education, as a conscious effort, needs to consider the diversity of individuals in society. In this case, education should be a tool specifically designed to direct cultural processes, and aims to transfer cultural values, (Karacabey, Ozdere, and Bozkus 2019). Learning that integrates local wisdom values is proven to be more effective than conventional learning methods. This is especially evident when children are directly involved in the whole process of activities, from understanding basic knowledge to developing skills and attitudes. Hands-on practice starts with planning as outlined in the project module, which is organized in a way that is easy for children to understand, so that educators can follow the stages of development in accordance with the characteristics of children.

Creating conditions or an environment that supports and facilitates the learning process, according to Sardiman's view (Rahmawati et al. 2021), greatly influences the success of an activity. When choosing activities that are relevant to children, such as introducing culture through traditional food, there will be challenges for today's younger generation. The younger generation is more likely to favor modern fast food that tastes good, although it often contains ingredients that are harmful to health. Therefore, through the introduction of local wisdom, such as Acehese specialties that are unique and not found in other regions, it is hoped that children can love and understand the process of making them from an early age. Thus, it is expected to foster a sense of love and appreciation for the cultural uniqueness of their own region.

## **CONCLUSION**

Various stages of research have been conducted, including pre-research that includes location surveys and evaluation of learning devices used by teachers. This research was conducted at SD Negeri 10 Muara Batu, focusing on fifth grade students as the research subjects. Meanwhile, the object of research is the implementation of a project-based learning model that focuses on local wisdom. Based on the results of the study, it can be concluded that the implementation of project learning that emphasizes local wisdom helps students who previously did not understand local culture and wisdom become more familiar with it. In addition, this approach aims to develop student independence and creativity. An example of the implementation of project-based learning applied at SD Negeri 10 Muara Batu shows the importance of the younger generation to care about preserving local culture and wisdom. Currently, interest from foreign countries to learn about Indonesian culture and local wisdom is increasing, while many younger generations are less concerned about their own culture. Therefore, an understanding of cultural values and local wisdom is very important to be instilled in students so that they can appreciate and preserve them.

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