

Development of a Project Module for Strengthening Pancasila Student Profiles Containing Local Wisdom at SDN 6 Pempatan

Submitted: I Wayan Sukawana¹, I Wayan Numertayasa², Ni Putu Eni Astuti³
May 16, 2024 sukawana07@gmail.com¹, numertayasawayan@gmail.com²,
Accepted: putu.eniastuti@gmail.com³
June 13, 2024 Elementary School Teacher Education Study Program, Faculty of
Published: Education, Markandeya Institute of Technology and Education,
July 31, 2024 Bali^{1,2,3}

Abstract: This study aims to determine the needs of educators and students in implementing the Pancasila Student Profile Strengthening Project activities, as well as the prototype and results of the validity test of the Pancasila Student Profile Strengthening Project module containing Local Wisdom. This study uses quantitative descriptive methods and descriptive statistics with a development research design to the product revision stage. There are 5 stages in this research design, starting from the potential and problem stages, data collection, product preparation, product validation, product revision from the validation results. The subjects of this study were educators and students of grade IV at SD N 6 Pempatan with the object of development in the form of the Pancasila Student Profile Strengthening Project Module containing Local Wisdom. The validation carried out by experts came from ITP Markandeya Bali Lecturers and Grade IV Homeroom Teachers at SD N 6 Pempatan, the validation of the Module was analyzed with descriptive statistics using a Likert scale. The module design was approved with several revisions, including adjusting the cover color, font type on the cover, adding a cover to the student worksheet (LKPD) that needed to be revised. The results obtained in the development research of the Pancasila Student Profile Strengthening Project Module Containing Local Wisdom are categorized as very valid from the results of the expert validation test with an average score of 131 from the interval scale that has been set. The difference between this development research and previous development research can be seen from the contents of the developed module, resulting in a difference in the module validation score. This is influenced by the module validation standards that are adjusted to the curriculum used.

Keywords: Module P5, Local Wisdom, Independent Curriculum

PRELIMINARY

The curriculum in the Indonesian education system has undergone eleven changes since 1947, the last of which was the 2013 curriculum (Ardianti & Amalia, 2022). However, it did not stop there, when the COVID-19 pandemic hit Indonesia, the government felt that educational units were experiencing various problems in implementing the 2013 curriculum (Maulinda, 2022). So the government, in this case the

Ministry of Education, Culture, Research and Technology, issued a policy to implement an emergency curriculum in educational units. Until the pandemic was declared to have subsided and educational units were allowed to resume face-to-face learning (PTM), the Ministry of Education, Culture, Research and Technology gave educational units the freedom to implement the 2013 curriculum, emergency curriculum, or independent curriculum (Ni Putu et al., 2023). The independent curriculum is the first step to restore learning after experiencing learning loss during the pandemic (Susilawati, 2023). The independent curriculum was echoed by the Ministry of Education, Culture, Research and Technology and has been socialized to educational units as a whole. The purpose of implementing this curriculum is to renew learning that was hampered during the pandemic (Numertayasa, Eni, et al., 2022). Project-based learning is a differentiator in the independent curriculum compared to the previous curriculum. This learning is considered capable of restoring learning loss in accordance with character development in Strengthening the Pancasila Student Profile (Maruti et al., 2023)

The role of teachers is crucial in the planning, implementation and evaluation of the Pancasila Student Profile Strengthening activities (Eni Astuti et al., 2024). Referring to the results of pre-research data collection that have been carried out by researchers through observation, interviews and documentation to one of the elementary schools that have implemented the Pancasila Student Profile Project, namely SD Negeri 6 Pempatan which is located in Pempatan Village, Rendang District. The school chose the theme of local wisdom with the topic of the fun of cassava gardening. This project is an effort to reforest to reduce air pollution. However, in its implementation, various obstacles were still found.

The obstacles found were, 1) the module was implemented directly via the internet without any adjustments at school, 2) All dimensions were selected in this module, 3) Balinese Local Wisdom has not been included in the Pancasila Student Profile Strengthening Project. The above obstacles were confirmed by Kusuma et al., (2022) who in their research, found 1) There was no project facilitation team, 2) There was no system for preparing and implementing the P5 module, 3) Teachers used modules obtained from the internet without any modification, 4) Less in accordance with the needs and conditions of the school with the steps and stages of project implementation. 5) The learning style of students did not match the activities and assessments applied. Pempatan Village, the

location of SD N 6 Pempatan, is one of 6 (six) villages in Rendang District with an area of 5377.887 Ha, most of which is plantation land, namely 690 Ha, while the rest is used as yard land, dry fields and others. SD N 6 Pempatan is located near the Puseh temple of Desa Pakraman Pempatan. Every piodalan (traditional ceremony) at the temple, there are usually several series of ceremonies that are carried out. One of them is a dance performance, there are two types of dance that are usually performed, namely, the wali dance in the form of the Rejang Dewa dance and the Baris dance, and the Bebali dance in the form of the pendet dance. The dance is always performed when there is a traditional ceremony. Traditional ceremonies are usually held on the sasih kedasa and sasih kapat. This local wisdom is one of the potentials that can be included in the Pancasila Student Profile Strengthening Project in an effort to introduce culture and try to foster a sense of pride in the culture that is owned in the form of dance. Based on the explanation above, the researcher considers it necessary to compile a Pancasila Student Profile Strengthening Project Module in order to take real steps and support the implementation of a better independent curriculum, so the researcher conducted a research on the development of learning devices in the form of a Pancasila Student Profile Strengthening Project module with the title "Development of a Pancasila Student Profile Strengthening Project Module Containing Local Wisdom at SD N 6 Pempatan". Based on the background of the problems that have been described, the formulation of the research problem is, 1) What are the needs of teachers and students in carrying out the Pancasila Student Profile Strengthening Project activities?, 2) How is the Prototype of the Pancasila Student Profile Strengthening Project Module Containing Local Wisdom?, 3) How is the validity of the Prototype of the Pancasila Student Profile Strengthening Project Module Containing Local Wisdom?

This study aims to determine the needs of teachers and students in implementing the Pancasila Student Profile Strengthening Project activities, as well as the prototype and results of the validity test of the Pancasila Student Profile Strengthening Project module containing Local Wisdom. So the output of this study is the Pancasila Student Profile Strengthening Project module containing Local Wisdom which can be used in the implementation of the independent curriculum in learning the Pancasila Student Profile Strengthening Project module at SD N 6 Pempatan.

Local wisdom is a cultural, religious, and customary value that is utilized by the community in a positive way to maintain harmony with nature or the surrounding environment (Erviana & Agus Faisal, 2022). The value of local wisdom is believed to be very valuable and important in the order of life of Indonesian citizens. According to Rahmatih et al. (2020) local wisdom has relevance in contextual learning, this is in line with the concept of learning the Pancasila Student Profile Strengthening Project.

The Pancasila Student Profile Strengthening Project with the theme of local wisdom actually has positive goals, including students knowing local advantages in the surrounding environment and understanding various aspects that are related to existing local wisdom (Nurasiah et al., 2022). Suryandewi & Suniasih (2022) stated that local content-based learning is effective in improving student competence and is able to increase student learning motivation. This research has a product output in the form of a Pancasila Student Profile Strengthening Project Module with Local Wisdom Content. The components in this module include: a) Module profile containing the theme and topic or title of the module, phase or target level, and duration of the activity, b) Objectives containing the mapping of dimensions, elements, sub-elements of the Pancasila Student Profile which are the objectives of the Pancasila Student Profile Strengthening Project, and also includes an achievement rubric containing competency formulations that are in accordance with the student phase, c) Activities containing the general flow of project activities and detailed explanations of the stages of activities and their assessments, d) Assessments containing instruments for processing assessment results to conclude the achievement of the profile project. Furthermore, this Pancasila Student Profile Strengthening Project Module will contain local wisdom which in this case will include arts and performances in the form of dance. The dance art in question is a dance art that is usually danced when there is a traditional ceremony in the traditional village of Pempatan.

METHOD

The development of the Pancasila Student Profile Strengthening Project module uses a research and development method design. The development method used refers to the research and development design submitted by Borg & Gall which was adopted by Sugiyono (2012). The research procedure used by the researcher, namely development

according to Borg & Gall adopted by Sugiyono (2012) up to stage 5 includes (1) identification of potential problems, (2) data collection, (3) preparation of project modules, (4) validation of project modules, (5) revision of project modules. These stages were taken due to the researcher's limitations in terms of time and cost. This research was conducted in Cluster IV, Rendang District, Karangasem Regency, Bali Province, namely at SD Negeri 6 Pempatan located at Br. Dinas Pempatan, Pempatan Village, Rendang District. This location was chosen by the researcher by considering the distance that is close to the residence and access to the location is relatively easy. So that it makes it easier to carry out the research. The subjects in this development research were grade IV teachers who implemented the independent curriculum and grade IV students, while the object of development was the Grade IV Pancasila Student Profile Strengthening Project module containing local wisdom.

This study used data collection techniques in the form of observation techniques, interviews, documentation and questionnaires. Observations were carried out to determine the potential in the school environment. Furthermore, unstructured interview techniques were used to collect responses from teachers and students regarding the Pancasila Student Profile Strengthening Project. And the questionnaire technique used was a closed questionnaire. Closed questionnaires are used to determine the level of validity or feasibility of the Pancasila Student Profile Strengthening Project module. Referring to the data collection techniques above, the instruments used to collect data in this study were, 1) observation instruments, 2) unstructured interview instruments, and 3) closed questionnaire instruments.

Table 1. Types, Data Collection Techniques and Data Collection Instruments

No	Data	Data collection technique	Data Collection Instruments
1	Analysis of teacher and student needs	Observation, interviews and documentation	Observation sheets, and interviews
2	The level of validity of the teaching module device based on expert validation	Questionnaire technique	Questionnaire instrument

This study applies two data analysis techniques, namely, qualitative descriptive statistics and descriptive statistics. Qualitative descriptive analysis techniques are used to process data from observations and interviews. While descriptive statistical analysis

techniques are used to process closed questionnaire data. The validity level of the Pancasila Student Profile Strengthening Project module was analyzed using descriptive statistics using a Likert scale. The following rules are used to conduct an effective assessment in determining the level of effectiveness of an educational module.

Table 2. Validity level of Project Module

No	Score	Category
1	$x \geq Mi + 1,5 Sdi$	Very Valid
2	$Mi + 0,5 Sdi \leq x < Mi + 1,5 Sdi$	Valid
3	$Mi - 0,5 Sdi \leq x < Mi + 0,5 Sdi$	Quite Valid
4	$Mi - 1,5 Sdi \leq x < Mi - 0,5 Sdi$	Less Valid
	$x < Mi - 1,5 Sdi$	Invalid

(Nurkencana, 2016)

Information:

X = average number of expert validation scores

Mi = (ideal highest score + ideal lowest score) \times $1/2$

Sdi = (ideal highest score + ideal highest score) \times $1/6$

Mi = Mean ideal

Sdi = Ideal Standard Deviation

RESULTS

The research conducted by the researcher includes research and development (R&D) to produce a product, namely the P5 Module containing local wisdom at SD N 6 Pempatan. The purpose of this study is to find out what the needs of teachers and students are in carrying out P5 activities, as well as how the prototype and results of the validity test of the P5 Module Containing Local Wisdom.

1. Analysis of Educator and Student Needs in Implementing Module P5

The analysis stage is the pre-design stage of a study (Maydiantoro, 2020). This stage is carried out by researchers using observation and interview techniques with educators and students at SD N 6 Pempatan. This analysis functions to find out problems in carrying out P5 activities. Analysis using interview techniques regarding the implementation of the P5 module by teachers, the project activities given, and students' expectations for the P5 module in the future. The results of the interview found several problems, namely 1) Teachers use modules obtained from the internet without any modification, 2) The dimensions selected in this module do not comply with the

guidelines from the Ministry of Education and Culture, 3) The existing local wisdom has not been included in the projects that have been implemented. 4) Students are interested in dance performance activities.

The analysis stage is also carried out by observation, namely observation of the environment at SD N 6 Pempatan, this school is located close to the Pura Puseh Banjar Dinas Pempatan. In the temple, traditional ceremonies are usually carried out, one of the series of traditional ceremonies is a dance performance in the form of a wali dance. The wali dance in question is a dance that is presented as a form of gratitude before the Gods who reside in the Temple. There are 2 types of wali dances that are usually danced during traditional ceremonies, namely the Rejang Dewa dance and the Baris Dance. In addition, there is also a Balibalian dance in the form of the Pendet Dance. Based on the results of the analysis using interview techniques, it is necessary to develop a P5 module containing local wisdom.

2. Prototype of P5 Module containing Local Wisdom

At this stage, the researcher prepared a product in the form of a P5 Module containing local wisdom that will be validated by judges. The creation of the P5 module refers to the Pancasila Student Profile Strengthening Project Development Guide (P5) issued (Ministry of Education and Culture, 2021).

The P5 module that has been developed has the title "Our Archipelago Story" this title was chosen because it is related to the chosen theme, namely local wisdom. In addition, this title is meaningful to show students' pride and ownership of the local wisdom around them. In accordance with the P5 guidelines of the Ministry of Education and Culture (2021), the theme of local wisdom aims to build curiosity and inquiry skills through exploration of the culture and local wisdom of the surrounding community or area, and its development. The topic of culture was chosen because local wisdom is an important thing to be introduced and known by students. It is hoped that by getting to know the culture they have better, students will grow a sense of pride in the potential they have in their surroundings and close to everyday life.

The "Our Archipelago Stories" module is designed according to the target of grade IV students at SD N 6 Pempatan, which is in phase B. This module contains several achievement targets according to the dimensions of Global and Creative Diversity that are taken, namely:

- a. Identifying and describing ideas about themselves and groups in the surrounding environment, as well as how other people behave and communicate.
- b. Understanding that diversity can provide opportunities to gain new experiences and understanding.
- c. Exploring and expressing their thoughts and/or feelings according to their interests and preferences in the form of works and/or actions and appreciating works.

The module was developed with ISO standards in A4 size, this also aims to make it easier for students to work on Student Worksheets (LKPD) and make it easier for educators to assess.

3. Validation Results of P5 Module Containing Local Wisdom at SD N 6 Pempatan

This stage is carried out to determine the level of feasibility of the P5 module that has been designed without field testing. Validation is carried out by experts. There are 3 experts who have validated, namely, Mrs. Ni Wayan Sri Darmayanti, S.Pd., M.Pd., Mr. I Nengah Sueca, S.Pd., M.Pd., Mrs. Ni Made Ari Lestari, S.Pd.SD. Placement. The reference in providing meaning and decision making for the validity test of the P5 module is used as follows:

Tabel 3. P5 module validation requirements

No	Score	Category
1	$x \geq 126$	Very Valid
2	$98 \leq x < 126$	Valid
3	$70 \leq x < 98$	Quit Valid
4	$52 \leq x < 70$	Less Valid
5	$x < 52$	Invalid

Information: $x =$ average number of expert validation scores

Based on the results of the validation test of the P5 module containing local wisdom from the three experts, the scores obtained for each expert were, namely, the first expert with a total score of 126, the expert giving a total score of 133, and the third expert with a score of 125. Furthermore, the validation results from the three experts obtained an average value as in the following table.:





Table 4. Average expert validation scores

No	Expert Name	Score	Information
1	Ni Wayan Sri Darmayanti, S.Pd., M.Pd.	126	Very Valid
2	I Nengah Sueca, S.Pd., M.Pd.	133	Very Valid
3	Ni Made Ari Lestari, S.Pd.SD.	136	Very Valid
Average Score		132	Very Valid

Referring to the validation provisions of the P5 module and the validation results from the experts, it can be stated that expert 1 with a total score of 126 valid categories, expert 2 with a total score of 133 very valid categories, expert 3 with a total score of 136 Valid categories, and the average total score of the three experts is 132 very valid categories. So the P5 module is declared very valid.

In addition to the questionnaire assessment, the validation stages also provided input and suggestions for the module prototype for further revision by the researcher. Expert 1 provided suggestions for the researcher to change the cover color to a brighter color. Expert 2 provided suggestions to change the title font to be more assertive, the title size to be more prominent, and to add LKPD. Expert 3 provided suggestions for LKPD to be added to the cover so that it could attract more students' interest in answering. Based on several suggestions given, the researcher has made revisions according to the suggestions given. The revision of module P5 is presented in the following table:

Table 5. Module revision after validation

Module Prototype	After Revision
Change the cover color to a brighter one and change the title font to a clearer one.	
	
Adding LKPD	
	
Adding a cover to the LKPD	
	

DISCUSSION

Based on the results of interviews and observations conducted by researchers with educators and students, researchers know that the needs of educators and students in carrying out P5 activities are P5 modules containing local wisdom. Researchers developed the P5 module considering that there are several problems faced by educators and students in carrying out P5 activities. Starting from the absence of a module that suits the needs of schools and students, educational units do not form a facilitation team, so educators choose to use modules obtained from the internet, in addition, students feel less interested in the P5 activities that have been carried out because they think they are less relevant to their daily lives, and students want to learn culture or dance for the next P5 activities. Erviana & Agus Faisal (2022) stated that including local wisdom content can provide motivation and attract students' interest in learning. In addition, the goal of character education in P5 is to create students with noble character (Numertayasa, Kusuma, et al., 2022). Therefore, the researcher conducted research and development in the form of a product, namely, the P5 module containing local wisdom at SD N 6 Pempatan. The local wisdom content referred to by the researcher is the dance art that exists around the school environment. The researcher has designed a prototype of the P5 module containing local wisdom with the title "Our Archipelago Story". The P5 module that has been prepared consists of general information containing the identity of the module author, facilities and infrastructure, target students, relevance of the theme and topic of the project for the school. Furthermore, the core components contain a brief description of the project, dimensions, elements, and sub-elements, specific objectives in phase B, project activity flow, assessment, student and teacher reflections, attachments containing LKPD, reading materials, glossary, and references or bibliography in accordance with the P5 development guidebook from (Kemendikbud, 2021).

Validation of the P5 module entitled "Our Archipelago Stories" using a questionnaire with a Likert scale obtained an average score from experts of 132. Based on the validation that has been carried out by experts, the module still needs to be revised according to the comments and suggestions that have been given by experts. The part that received the most suggestions was the module cover, the suggestions given were to change the title font to be bolder, to provide a brighter cover color. Rajasa (2022) in their research stated that choosing the color of the module cover is an important part in

providing interest for students. Furthermore, regarding typography or the selection of fonts on a book cover or cover in the title section, it must be highlighted compared to other components such as the author's name, and not too many types of font variations are used (Aisyah & Rinjani, 2023). Based on the determination of the level of validity of the module as stated in table 3. The determination of the validation of the P5 module containing local wisdom at SD N 6 Pempatan is included in the very valid category. So, the results or products in the form of P5 modules can be used in P5 activities at SD N 6 Pempatan.

CONCLUSION

This study has three objectives, namely, to find out what the needs of teachers and students are in carrying out the Pancasila Student Profile Strengthening Project activities, as well as how the prototype and validity test results of the Pancasila Student Profile Strengthening Project module contain local wisdom.

Based on the results of interviews and observations conducted by researchers with educators and students, researchers found that there were several problems, namely 1) Teachers used modules obtained from the internet without any modification, 2) The dimensions selected in this module did not comply with the guidelines from the Ministry of Education, Research, and Technology, 3) The existing local wisdom has not been included in the project that has been implemented. 4) Students are interested in dance performance activities. Based on this, the needs of educators and students in carrying out P5 activities are P5 modules containing local wisdom.

The researcher has designed a prototype of the P5 module containing local wisdom entitled "Our Archipelago Story". The P5 module that has been prepared consists of general information containing the identity of the module author, facilities and infrastructure, target students, relevance of the theme and topic of the project for the school. Furthermore, the core components contain a brief description of the project, dimensions, elements, and sub-elements, specific objectives in phase B, project activity flow, assessment, student and teacher reflections, attachments containing LKPD, reading materials, glossary, and references or bibliography. The P5 module prototype has been designed to be as attractive as possible with the addition of a cover and image elements

to beautify the appearance of the module which is expected to be able to attract students' interest in learning.

The validation results of the P5 module containing local wisdom at SD N 6 Pempatan using a questionnaire obtained an average score from experts of 132. Based on the determination of the level of validity of the module as stated in table 3. The validation determination of the P5 module containing local wisdom at SD N 6 Pempatan is included in the very valid category. Therefore, the results or products in the form of this P5 module can be used in P5 activities at SD N 6 Pempatan. The follow-up that will be carried out by the researcher are, 1) The results of this study are expected to be able to meet the needs of educators and students in the next Pancasila Student Profile Strengthening Project activities, 2) The researcher can then proceed to the small group trial stage and even to the final stage of research and development, namely mass production. This aims to verify the results of this study, 3) The researcher carries out similar developments with local wisdom or other themes in order to provide the best experience for students in carrying out the Pancasila Student Profile Strengthening Project activities.

REFERENCES

- Aisyah, I. H., & Rinjani, D. (2023). Pengaruh Seni Ilustrasi dalam Meningkatkan Minat Baca (Studi Desain Novel Karya Tere Liye). *Invensi*, 8(1), 1–13. <https://doi.org/10.24821/invensi.v8i1.7184>
- Ardianti, Y., & Amalia, N. (2022). Kurikulum Merdeka: Pemaknaan Merdeka dalam Perencanaan Pembelajaran di Sekolah Dasar. *Jurnal Penelitian Dan Pengembangan Pendidikan*, 6(3), 399–407. <https://doi.org/10.23887/jppp.v6i3.55749>
- Di, K., Dasar, S., Susilawati, W. O., & Anggrayni, M. (2023). *Pengembangan Modul P5 (Proyek Penguatan Profil Pelajar Pancasila) Fase B Tema. 3*, 9799–9812.
- Eni Astuti, N. P., Margunayasa, I. G., Suarni, N. K., Wirawan, I. P. H., & Sulastra, P. (2024). Permasalahan Asesmen Pada Kurikulum Merdeka. *Cetta: Jurnal Ilmu Pendidikan*, 7(1), 22–32. <https://doi.org/10.37329/cetta.v7i1.2954>
- Erviana, Y., & Agus Faisal, V. I. (2022). Kearifan Lokal Lereng Sindoro-Sumbing dalam Membangun Profil Pancasila Anak Usia Dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(6), 6909–6923. <https://doi.org/10.31004/obsesi.v6i6.3501>
- Kemendikbud. (2021). Panduan Pengembangan Proyek Penguatan Profil Pelajar Pancasila. *Kementerian Pendidikan Dan Kebudayaan*, 1–108. <http://ditpsd.kemdikbud.go.id/hal/profil-pelajar-pancasila>

- Kusuma, I. K. N., Putu, N., Astuti, E., Putu, D., & Janawati, A. (2022). *Analisis Implementasi Kurikulum Merdeka di SD Negeri 6 Pempatan*. xx(April 2020), 1–14.
- Maruti, S., Hanif, M., Budyartati, S., Huda, N., Kusuma, W., & Khoironi, M. (2023). Implementasi Proyek Penguatan Profil Pelajar Pancasila (P5) pada Jenjang Sekolah Dasar. *Abdimas Mandalika*, 2(2), 85–90.
- Maulinda, U. (2022). Pengembangan Modul Ajar Berbasis Kurikulum Merdeka. *Tarbawi*, 5(2), 130–138.
- Maydiantoro, A. (2020). Model Penelitian Pengembangan. *Chemistry Education Review (CER)*, 3(2), 185.
- Ni Putu, E. A., Bagus Putu Arnyana, I., Nyoman Dantes, I., & Hendra Wirawan, I. P. (2023). “Santi Sarma” Implementasi Kebijakan Penggunaan Platform Merdeka Mengajar Menuju Guru Produktif Dan Inovatif. *Pendas : Jurnal Ilmiah Pendidikan Dasar*, 8(1), 196–209. <https://doi.org/10.23969/jp.v8i1.7569>
- Numertayasa, I. W., Eni, N. P. A., Suardana, I. P. O., & Pradnyana, P. B. (2022). Workshop Review dan Implementasi Kurikulum Merdeka di SMP Negeri 3 Selemadeg Timur Pendahuluan. *Madaniya*, 3(3), 461–468. <https://doi.org/10.53696/27214834.236>
- Numertayasa, I. W., Kusuma, I. K. N., & Astuti, N. P. E. (2022). profil pelajar pancasila Development of Strengthening Character Education Syllabus Based on Pancasila Student Profiles. *Jurnal Fundadikdas (Fundamental Pendidikan Dasar)*, 5(2), 97–108. <https://doi.org/10.12928/fundadikdas.v5i2.6260>
- Nurasiah, I., Marini, A., Nafiah, M., & Rachmawati, N. (2022). Nilai Kearifan Lokal: Proyek Paradigma Baru Program Sekolah Penggerak untuk Mewujudkan Profil Pelajar Pancasila. *Jurnal Basicedu*, 6(3), 3639–3648. <https://doi.org/10.31004/basicedu.v6i3.2727>
- Pelajaran, M., Dasar, P., Siswa, U., Jurusan, K. X., Di, R., Krian, S., & 202, S. (n.d.). *Pengembangan Media Pembelajaran Berbasis Video Animasi Pada*. 379–383.
- Rahmatih, A. N., Mauliyda, M. A., & Syazali, M. (2020). Refleksi Nilai Kearifan Lokal (Local Wisdom) dalam Pembelajaran Sains Sekolah Dasar: Literature Review. *Jurnal Pijar Mipa*, 15(2), 151–156. <https://doi.org/10.29303/jpm.v15i2.1663>
- Rajasa, P. G. A. (2022). Pengembangan Modul Pengenalan Karir untuk Siswa MTs. *Jurnal Bimbingan Dan Konseling Islam*, 12(1), 37–53. <https://doi.org/10.29080/jbki.2022.12.1.37-53>
- Sugiyono. (2012). Metode Penelitian. *Metode Penelitian*, 37–54.
- Suryandewi, N. W. R., & Suniasih, N. W. (2022). Buku Cerita Bergambar Dwibahasa Bali-Indonesia Berbasis Kearifan Lokal Pembelajaran Bahasa Bali Materi Satu Bali Kelas V Sekolah Dasar. *MIMBAR PGSD Undiksha*, 10(1), 84–93. <https://doi.org/10.23887/jjpsd.v10i1.44585>