

Learning Strategy of Social Studies Based on Cultural Literacy in Forming Local Wisdom Characters at SDN 2 Tanggunggunung Tulungagung Regency

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Abstract: The strategy in learning for students must be right, we need an approach so that we can know each child's character. Learning strategies make it easier for students to receive or understand learning materials, and ultimately learning objectives can be mastered by students. The purpose of this study was to determine the techniques and implementation of cultural literacy-based learning, identify social studies learning media based on cultural literacy and analyze the evaluation of student learning outcomes after cultural literacy-based social studies learning. The research method used is a qualitative method. The source of research data comes from primary and secondary data sources. Data collection techniques through interview methods, document studies, observations. The validity test of research data uses source triangulation techniques. Data analysis uses analysis, namely data reduction, data presentation and drawing conclusions. The results of the study The cultural literacy-based social studies learning technique used by teachers at SDN 2 Tanggunggunung uses lecture techniques and discussion techniques. Cultural literacy learning in the classroom is intended to make students more active, creative, critical and have literacy skills. The media teachers use in cultural literacy-based learning is using ebooks, internet media, and observing conditions in the Tulungagung Regency community, and in our environment. Written assessments are used to determine the extent of students' cognitive abilities, while non-written assessments are used to determine students' affective abilities, especially their ability to recognize cultural literacy.

Keywords: Strategy, Learning, Cultural Literacy, Local Wisdom Character

PRELIMINARY

Indonesia is a country with rich cultural diversity and is a source of national identity. In the current era of globalization, there are threats to the preservation of local culture, especially among the younger generation. The phenomena of westernization, urbanization, and modernization have caused the erosion of local cultural values among students. Students tend to be more interested in popular culture and modern lifestyles, so they have a limited understanding of local culture and wisdom in their area. This problem is a serious concern in the world of education, especially in Social Sciences (IPS) learning. IPS learning has a strategic role in introducing and instilling local cultural values to

students. So far, IPS learning still tends to focus on the transfer of factual knowledge and does not integrate local cultural aspects. As a result, students do not have awareness and concern for the preservation of culture in their area. Currently, Indonesia is faced with the problem of weakening national character. (Anwar & Salim, 2019) The noble character, politeness and religiosity that have been maintained and become Indonesian culture so far feel foreign and rarely found in society.

Local Wisdom Character is one of the guidelines for living in a society that often experiences changes and developments, but the values contained in local wisdom do not change. The legacy left by ancestors must be preserved. The basic thing that every human being has, nowadays there are many cases of decline in local wisdom character that occur in Indonesia. One of them is the crisis in the world of education. Many students often play truant, the proliferation of cheating culture, cases of bullying (bullying) eastern customs that have begun to fade and so on. This is due to the lack of character building from an early age that can be started from the family, school, and community environments (Eny Wahyu Suryanti and Febi Dwi Widayanti, 2018). One of the steps that must be taken to achieve educational goals, with character education for students, starting from the family and strengthened in schools and the community. Character education in the implementation guide for character education (Ningsih, 2021) aims to develop values to shape the character of the nation, including: (1) developing the potential of students to become people with good hearts, minds and behavior; (2) developing a nation with character; (3) developing the potential of citizens to have self-confidence.

Education has a strategic role in shaping the character and insight of students regarding social, national and state life. One of the subjects that plays an important role in this is Social Sciences (IPS). IPS learning aims to develop students' potential to be sensitive to social problems that occur in society, have a positive mental attitude towards improving all inequalities that occur, and be skilled at overcoming every problem that occurs every day, both those that befall themselves and those that befall society (Sumaatmadja, 2017). Cultural literacy is one of the important abilities that students must have in order to be able to understand, interpret, and express culture as a self-identity and social interaction (Suryaman, 2015). Cultural literacy-based social studies learning can help students to explore, interpret, and internalize local wisdom in everyday life. Through

this learning, students not only gain factual knowledge, but also learning experiences related to local cultural values.

The importance of integrating local culture in social studies learning is also supported by various studies. A study conducted by Wilujeng (2018) showed that social studies learning based on cultural literacy can improve students' understanding of social studies concepts and foster their awareness and appreciation of local wisdom. In addition, Darmawan's (2016) study proved that social studies learning based on cultural literacy is effective in forming local wisdom characters in students, such as love for the homeland, caring for the environment, mutual cooperation, and tolerance. This phenomenon is also seen at SDN 2 Tanggunggunung, Tulungagung Regency. Based on the results of observations and interviews with grade V teachers, social studies learning in the school is still limited to delivering general materials and concepts without linking them to local wisdom in the surrounding environment. In fact, Tulungagung Regency has a lot of local cultural potential that can be integrated into social studies learning, such as traditional arts, traditional ceremonies, and local wisdom in environmental management.

Globalization and rapid socio-cultural changes today can also erode local wisdom values in the younger generation. Therefore, social studies learning based on cultural literacy is becoming increasingly important to be carried out in order to preserve and strengthen students' understanding of local wisdom. The formation of local wisdom character through social studies learning can equip students with the ability to adapt, solve problems, and love local culture. Based on the description above, this study is important to be carried out in order to develop a social studies learning strategy based on cultural literacy that can form local wisdom character in grade V students at SDN 2 Tanggunggunung, Tulungagung Regency. The results of this study are expected to provide theoretical and practical contributions in efforts to strengthen the integration of local culture in social studies learning in elementary schools.

The implied curriculum change of character formation has been in it, the hope is the same, namely referring to Pancasila as in the Pancasila philosophy. The goal of education is to create a society that is noble, moral, ethical, cultured and civilized. Education should be an alternative to overcome and prevent the nation's character crisis. Therefore, a way is needed so that education can show positive advantages in its role in improving the nation's identity. One of the methods implemented in recent years is

through the development of character education (Dahliyana, 2017). The Ministry of Education and Culture has implemented character education at all levels of formal education in Indonesia. Character Education is an effort to educate children so that they can make decisions and practice wisely in everyday life, so that they can contribute positively to their environment (Yetri, 2016) which leads to the achievement of character formation and noble morals of students in a complete, integrated and balanced manner, in accordance with competency standards. The cultural diversity possessed by each region in Indonesia is one of the assets that must be maintained. Each of these cultures must have ways and patterns in life, so that this becomes a local wisdom in certain communities. This should be the basis for character formation in students. Character education is an effort that is designed and implemented systematically to instill behavioral values in students related to God Almighty, themselves, fellow human beings, the environment and the Urgency of Problems in Social Studies Learning Based on Cultural Literacy to Form Local Wisdom Character

1. The Importance of Cultural Literacy-Based Social Studies Learning
 - a) Social studies learning has a strategic role in shaping students' character and insight related to social, national, and state life.
 - b) Integration of local cultural values in social studies learning can strengthen students' understanding of local wisdom and cultural identity.
 - c) Cultural literacy allows students to explore, interpret, and internalize local wisdom in everyday life.
2. Lack of Utilization of Local Cultural Potential in Social Studies Learning
 - a) Social studies learning in schools still tends to focus on general materials and concepts, without linking them to local wisdom.
 - b) Teachers have not optimally utilized the potential of local culture as a source and media for meaningful social studies learning for students.
 - c) The lack of efforts to develop social studies learning based on cultural literacy that can shape students' local wisdom character.
3. The Need to Strengthen Understanding and Internalization of Local Wisdom
 - a) Globalization and rapid socio-cultural changes can erode local wisdom values in the younger generation.

- b) Social studies learning based on cultural literacy is important to preserve and strengthen students' understanding of local wisdom.
- c) The formation of local wisdom character through social studies learning can equip students with the ability to adapt, solve problems, and love local culture.

Therefore, this study is important to be conducted in order to develop a social studies learning strategy based on cultural literacy that can shape the character of local wisdom in grade V students at SDN 2 Tanggunggunung, Tulungagung Regency. The results of this study are expected to provide theoretical and practical contributions in efforts to strengthen the integration of local culture in social studies learning in elementary schools. nationality manifested in thoughts, attitudes, feelings, words and actions based on religious norms, laws, cultural etiquette and customs.

Previous research shows that Research conducted by Aisyah, Andi, and Bakhtiar (2019) at SD Negeri 4 Sengkang, Wajo Regency, South Sulawesi. The results of the study showed that social studies learning based on local wisdom can improve students' understanding of cultural values and nationalism. Teachers integrate local content such as folklore, traditional games, and local cultural wisdom into social studies learning activities. A study conducted by Utami, Sumarmi, and Astina (2016) at SMP Negeri 3 Malang showed that social studies learning based on ecopedagogy can develop environmental care characters in students. Teachers teach social studies concepts by utilizing the school environment as a learning resource and emphasizing students' understanding of local wisdom.

Rahmawati and Susilowati's (2018) research at SMP Negeri 1 Ungaran, Central Java revealed that project-based social studies learning can improve students' cultural literacy and character. Students are involved in project activities that explore local cultural values, such as making crafts, performing arts, and documenting local culture. The results of a study by Hidayah, Sumarmi, and Amirudin (2016) at SDN Pengalaman 2 Malang showed that local wisdom-based social studies learning can shape the character of love for the homeland in students. Teachers integrate local wisdom content, such as folklore, traditional games, and regional crafts, into social studies learning materials.

Based on the background that has been described above, this study is entitled "Social Studies Learning Strategy Based on Cultural Literacy in Forming Local Wisdom Character of Fifth Grade Students at SDN 2 Tanggunggunung, Tulungagung Regency".

Based on the research focus that has been formulated, this study aims to:

1. To know the technique of IPS learning based on Cultural Literacy in forming the Local Wisdom character of Class V students of SD Negeri 2 Tanggunggunung.
2. To know the implementation of IPS learning based on Cultural Literacy in forming the Local Wisdom character of Class V students of SD Negeri 2 Tanggunggunung.
3. To know the IPS learning media based on Cultural Literacy in forming the Local Wisdom character of Class V students of SD Negeri 2 Tanggunggunung.
4. To know the evaluation of IPS learning based on Cultural Literacy in forming the Local Wisdom character of Class V students of SD Negeri 2 Tanggunggunung.

METHOD

The method used in this study is descriptive qualitative with the type of research approach being field research. Because the author went directly to the field to collect data by paying attention to the situation and conditions there. This research is then presented in a descriptive form to provide an overview of what happened in the field which is then poured into the research. This study aims to develop a social studies learning strategy that integrates cultural literacy to shape student character in accordance with local community values at SDN 2 Tanggunggunung, Tulungagung Regency. The research method uses a qualitative approach with the following stages: (1) initial observation to identify learning conditions and local cultural potential, (2) in-depth interviews with teachers, students, and the community to explore understanding of local cultural values, (3) development of learning strategies based on cultural literacy, (4) implementation of strategies in social studies learning, and (5) evaluation through reflective analysis of implementation results. The results of the study indicate that social studies learning based on cultural literacy can strengthen values such as mutual cooperation, responsibility, and respect for local cultural diversity. The implementation of this strategy involves introducing traditions, folklore, art, and local wisdom through creative and interactive learning media. The teacher acts as a facilitator by providing a discussion space that encourages students to reflect on cultural values that are relevant to everyday life. In conclusion, the social studies learning

strategy based on cultural literacy is effective in shaping students' characters that are rooted in local wisdom, so that they are able to preserve cultural values in the context of globalization. The recommendation of this study is the need for continuous teacher training and the development of teaching materials based on local wisdom that are in accordance with students' needs.

This research is qualitative because it is used to determine social phenomena or conditions by describing data that is a real and concrete depiction. In this study, the researcher analyzed the social studies learning strategy based on cultural literacy that is effective in shaping local wisdom characters, identified the obstacles and challenges in implementing the social studies learning strategy based on cultural literacy that is effective in shaping local wisdom characters, and evaluated the impact of implementing the social studies learning strategy based on cultural literacy on the formation of local wisdom characters of Class V students of SD Negeri 2 Tanggunggunung. The scope of this article's research focuses on the implementation of the social studies learning strategy based on cultural literacy at SDN 2 Tanggunggunung, Tulungagung Regency. This elementary school was chosen as the research location because it is located in an area rich in local culture, so it is interesting to explore how a learning approach based on cultural literacy can shape local wisdom character in students.

The main subjects in this study were fifth grade students at SDN 2 Tanggunggunung. In addition, social studies teachers who teach at the school were also involved as sources of information. Through a qualitative approach, researchers will conduct in-depth interviews with students and teachers, as well as direct observations in class during the social studies learning process. The main focus of the study is to analyze social studies learning strategies based on local cultural literacy, such as the use of folklore, traditional games, and regional arts as learning media. The aim is to understand how this approach can shape local wisdom characters, such as a sense of love for the homeland, concern for the environment, and appreciation for cultural diversity. This research will be conducted at Elementary Schools (SD) in Tulungagung Regency, East Java Province. The selection of this location is based on several considerations, including:

1. Elementary School

- a) The research was conducted at State Elementary School 2 Tanggunggunung, which is one of the elementary schools in Tulungagung Regency.

- b) The selection of SDN 2 Tanggunggunung as the research location shows that this article focuses on the implementation of learning strategies at the elementary school level.
2. Tulungagung Regency
- a) Tulungagung Regency is located in East Java Province, Indonesia.
 - b) As a regency, Tulungagung has a wealth of local culture that is an important context in this study.
 - c) The focus on Tulungagung Regency provides a specific cultural context and uniqueness in this article.
3. Reasons for Choosing a Location
- a) The location of SDN 2 Tanggunggunung in Tulungagung Regency was chosen because it represents an elementary school that is in a rich local cultural context.
 - b) The selection of this location allows researchers to explore how social studies learning strategies based on cultural literacy can shape local wisdom characters in students.

Based on the information provided in the article, the main materials and tools used in this study were:

1. Interview Guidelines
- a) The researcher used an interview guideline to conduct in-depth interviews with students and teachers at SDN 2 Tanggunggunung.
 - b) The interview guideline contained questions designed to explore social studies learning strategies based on cultural literacy and the formation of local wisdom characters.
2. Observation Sheet
- a) Researchers also use observation sheets to conduct direct observations in the classroom during the IPS learning process.
 - b) The observation sheet contains parameters that will be observed related to the implementation of IPS learning strategies based on cultural literacy.
3. Field Notes
- a) In addition to interviews and observations, researchers also make field notes to record important things that occur during data collection in the field.

- b) Field notes can be in the form of descriptions, reflections, and comments from researchers related to the observed phenomena.

RESULTS AND DISCUSSION

Based on the data analysis that has been carried out, several important findings were found related to the implementation of social studies learning strategies based on cultural literacy and their impact on the formation of local wisdom character in students at SDN 2 Tanggunggunung.

1. Teachers' Understanding of Cultural Literacy

- a) The results of the interviews showed that teachers at SDN 2 Tanggunggunung have a good understanding of cultural literacy. They realize the importance of introducing and preserving local culture to students.
- b) The teachers understand that cultural literacy does not only include knowledge of local history and arts, but also the values, norms, and local wisdom contained therein.
- c) They argue that cultural literacy can be a strong foundation for shaping students' character and identity as part of the local community.

2. Implementation of Social Studies Learning Strategy Based on Cultural Literacy

- a) Teachers at SDN 2 Tanggunggunung have implemented various social studies learning strategies that utilize local cultural literacy.
- b) Strategies that are often used include: (1) the use of folk tales and regional legends as teaching materials; (2) integration of traditional games in learning activities; (3) the use of regional arts, such as dance and music, to enrich students' learning experiences.
- c) Through these strategies, teachers strive to not only convey social studies material, but also instill students' understanding and appreciation of local culture.

3. Student Responses to Cultural Literacy-Based Learning

- a) Based on the results of observations and interviews, students showed high enthusiasm and involvement in social studies learning based on cultural literacy.
- b) They looked more interested and enthusiastic when teachers used folklore, traditional games, or regional arts as part of the learning process.

- c) Students also expressed that they felt closer to local culture and identity after being involved in learning that utilized cultural literacy.
4. Impact on the Formation of Local Wisdom Character
- a) This study found that the implementation of social studies learning strategies based on cultural literacy at SDN 2 Tanggunggunung had a positive impact on the formation of local wisdom characters in students.
- b) Through exposure and learning experiences rich in local cultural values, students showed improvements in terms of: (1) pride and love for local culture; (2) concern for environmental sustainability and tradition; (3) ability to empathize and interact with the surrounding community.
- c) Teachers also observed changes in student behavior who increasingly appreciate differences, show respect for their elders, and have better social sensitivity.
5. Obstacles and Challenges
- a. Despite showing positive impacts, the implementation of social studies learning strategies based on cultural literacy also faces several obstacles and challenges.
- b. One of the main challenges is the limited resources and teaching materials available to support local culture-based learning.
- c. In addition, several teachers also expressed that they still need to improve their competence in developing and implementing innovative learning strategies that utilize cultural literacy.

The results of this study indicate that the implementation of social studies learning strategies based on cultural literacy at SDN 2 Tanggunggunung has had a positive impact on the formation of local wisdom characters in students. Several important findings obtained in this study will be discussed further. Teachers' Understanding of Cultural Literacy The findings of the study indicate that teachers at SDN 2 Tanggunggunung have a good understanding of cultural literacy. They realize the importance of introducing and preserving local culture to students. This understanding is in line with the concept of cultural literacy which not only includes knowledge of regional history and arts, but also the values, norms, and local wisdom contained therein (Kleden, 2019). Teachers at this school understand that cultural literacy can be a strong foundation for forming students' character and identity as part of the local community. This is in accordance with the view that cultural literacy plays an important role in the process of forming identity and

instilling local values in the younger generation (Suyatno, 2017). With a good understanding of cultural literacy, teachers at SDN 2 Tanggunggunung are expected to be able to design and implement effective learning strategies to instill students' appreciation and love for local culture.

Implementation of Social Studies Learning Strategy Based on Cultural Literacy

This study found that teachers at SDN 2 Tanggunggunung have implemented various social studies learning strategies that utilize local cultural literacy. Strategies that are often used include the use of folklore and regional legends, integration of traditional games, and the use of regional arts, such as dance and music. The use of folklore and regional legends as teaching materials can help students understand history and local cultural values in a more interesting and meaningful way (Supriatna, 2017). Through these stories, students not only learn historical facts, but can also explore the meaning and wisdom contained therein. This is in line with the view that folklore is an effective medium for instilling cultural values and shaping students' character (Purwanti, 2016). In addition, the integration of traditional games in social studies learning can provide a fun learning experience while introducing students to local culture. Traditional games are not only a means of entertainment, but can also be a learning medium that is rich in the values of collectivity, togetherness, and local wisdom (Nuraini, 2019). Through playing activities, students can learn while preserving regional cultural heritage.

The use of regional arts, such as dance and music, also provides a positive contribution to social studies learning based on cultural literacy. Traditional arts can be a means to introduce, strengthen, and pass on local cultural identity to students (Susilawati, 2018). In addition, student involvement in arts activities can also help them develop appreciation, creativity, and sensitivity to local culture. Through social studies learning strategies that utilize cultural literacy, teachers at SDN 2 Tanggunggunung strive not only to deliver social studies material, but also to instill students' understanding and appreciation of local culture. This is in line with the view that local culture-based learning can be an effective means to introduce and preserve local wisdom amidst the flow of globalization (Rahyono, 2015). Student Responses to Cultural Literacy-Based Learning This study found that students at SDN 2 Tanggunggunung showed high enthusiasm and involvement in social studies learning based on cultural literacy. They seemed more interested and enthusiastic when teachers used folklore, traditional games, or regional arts

as part of the learning process. This positive student response is in line with the view that learning that integrates local culture can increase student motivation and involvement in the learning process (Rahmawati, 2017). When students feel close and connected to their culture, they tend to be more enthusiastic and actively participate in learning activities. In addition, students also expressed that they felt closer to local culture and identity after being involved in learning that utilized cultural literacy. This shows that cultural literacy-based learning can help students build a stronger understanding of their cultural roots and foster a sense of belonging to the regional cultural heritage. Impact on the Formation of Local Wisdom Character The findings of this study reveal that the implementation of social studies learning strategies based on cultural literacy at SDN 2 Tanggunggunung has a positive impact on the formation of local wisdom character in students.

Through exposure and learning experiences rich in local cultural values, students showed an increase in their sense of pride and love for local culture, concern for environmental sustainability and traditions, and the ability to empathize and interact with the surrounding community. These results are in line with the view that cultural literacy-based learning can be an effective means of building local wisdom character in students (Wahyuni, 2018). By introducing and instilling local values, norms, and wisdom, students can develop a strong self-identity, social sensitivity, and respect and love for their local culture. Teachers at SDN 2 Tanggunggunung also observed changes in student behavior who increasingly appreciate differences, show respect for their elders, and have better social sensitivity. This shows that cultural literacy-based learning not only affects the mastery of social studies material, but can also contribute to the formation of character that is in line with local values.

Obstacles and Challenges Although it shows a positive impact, the implementation of the social studies learning strategy based on cultural literacy at SDN 2 Tanggunggunung also faces several obstacles and challenges. One of the main challenges is the limited resources and teaching materials available to support local culture-based learning. These limited resources can be an obstacle for teachers in designing and implementing innovative learning that is rich in local cultural content. This is in line with the findings of previous studies which stated that one of the obstacles in culture-based learning is the lack of teaching materials and learning media based on local wisdom (Arifin, 2017). In addition, several teachers also expressed that they still need to improve their competence in developing and implementing innovative learning strategies that utilize cultural literacy. The ability of teachers to design and manage local culture-based learning is an important factor in the success of its implementation in schools. Therefore, efforts to improve teacher capacity through training, workshops, or mentoring in developing cultural literacy-based learning need to be a priority. Thus, teachers can be more optimal in designing and implementing learning strategies that can facilitate the formation of local wisdom characters in students.

CONCLUSION

Based on the results of qualitative research with observation, interview and documentation techniques conducted at SD Negeri 2 Tanggung-gunung on literacy-based Social Sciences (IPS) learning in character education, several conclusions can be drawn. The conclusions are presented as follows:

1. Literacy-Based Social Studies Learning Techniques in Forming Character

Based on the findings above, the researcher concluded that in the preliminary stage of its implementation, the students' character values have been integrated. Learning methods and models cannot be separated from the conditions of the students' classroom environment and character, as well as the material that will be delivered to students. Learning using lecture, discussion, question and answer and project methods will make students enthusiastic and active in the learning process. The selection of lecture, discussion, question and answer and project methods as scientific learning support is carried out in accordance with the harmony between the material and the character of

the students in the class. In each learning model and method used by the teacher in social studies learning, there are various character education contents that support the real life of students.

2. Implementation of Literacy-Based Social Studies Learning in Forming Student Character

The implementation of learning is an activity that has educational value, educational value colors the interaction that occurs between teachers and students. The interaction that has educational value is because the implementation of learning is directed to achieve certain goals that have been formulated before the implementation of learning begins. Based on the explanation regarding the implementation of learning, it can be concluded that the implementation of learning is a process of teaching and learning activities that also plays a role in determining the success of student learning. The implementation of learning is a process in which there are interaction activities between teachers and students and reciprocal communication that takes place in educational situations to achieve learning goals. In the implementation of learning, teachers and students are two components that cannot be separated. The implementation of learning is all joint efforts by teachers and students to share and process information, with the hope that the knowledge provided is useful in students and becomes the basis for continuous learning. The implementation of good learning will shape intellectual abilities, critical thinking and the emergence of creativity and changes in a person's behavior or personality based on certain practices or experiences.

3. Literacy-Based Social Studies Learning Media in Forming Student Character

The media used by a teacher in implementing social studies learning at SD Negeri 2 Tanggunggunung. At SD Negeri 2 Tanggunggunung school to broaden insight and knowledge, it is necessary to increase it by having children search for more information from various sources or media, not only books but also from the internet. We can implement literacy-based social science learning strategies using various media, such as e-books, internet media, then we can observe the conditions in the community in the environment where we live. This means that the use of media in learning must look at the goals or abilities that children will master in learning. Learning media functions to accelerate the learning process. This means that with learning media, children can grasp the goals and teaching materials more easily and faster.

4. Evaluation of Literacy-Based Social Studies Learning in Forming Character

Based on the findings of the researcher, that the research conducted by the teacher for the evaluation of literacy-based Social Sciences (IPS) learning in shaping student character, the researcher can conclude that the IPS teacher at SD Negeri 2 Tanggunggunung uses three forms of evaluation that include knowledge, attitude and skill values. Evaluation is carried out with a written test if it is in the form of knowledge, attitude is related to student attitudes and behavior, skills are usually by assigning children to make papers. With these three assessments, the teacher can find out whether or not the objectives of IPS learning in character education are successful in the objectives of the material. Assessment functions as a measuring tool for learning success. Through assessment, teachers can find out the achievement of student competencies and find out the achievement of teachers in implementing a program.

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