



Journal of Education, Teaching, and Learning is licensed under
A [Creative Commons Attribution-Non Commercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/).

Exploring *Dawet Ayu Banjarnegara* as Local Wisdom in Primary School: Integrating Cultural Education Through Local Content Learning

Farras Nafalya Atha Nugroho¹✉, Deni Setiawan²

✉¹ Universitas Negeri Semarang, Semarang, Indonesia

E-mail: farrasnafalyaatha@students.unnes.ac.id

² Universitas Negeri Semarang, Semarang, Indonesia

E-mail: deni.setiawan@mail.unnes.ac.id

✉ Correspondence Author

Article Information:

Received 06 16, 2024

Revised 04 14, 2025

Accepted 05 07, 2025

Keywords: *Dawet ayu*; Local Content; Local Wisdom

© **Copyright:** 2025. Authors retain copyright and grant the JETL (Journal of Education, Teaching and Learning) right of first publication with the work simultaneously licensed under a [Creative Commons Attribution License](https://creativecommons.org/licenses/by-nc/4.0/)

Abstract

Globalization has influenced students' consumption patterns, leading to a preference for soft drinks over traditional beverages such as *dawet ayu*. As a result, students often consume *dawet ayu* without understanding its cultural significance, production process, or historical context rooted in local wisdom. This study aims to analyze the form, role, and urgency of integrating *Dawet ayu* Banjarnegara as local content in education, focusing on its cultural value, economic potential, and relevance in entrepreneurship. A qualitative research approach was employed, utilizing triangulation techniques to ensure data validity, and analyzed through the Miles and Huberman model. The findings reveal that educational efforts involving *dawet ayu*—through careful planning, implementation, and evaluation—can significantly enhance student engagement and learning outcomes in local content education. Moreover, this integration is vital as it supports the preservation of cultural heritage, strengthens economic awareness, fosters entrepreneurial spirit, and cultivates a sense of national identity among students.

How to cite: Nugroho, F., & Setiawan, D. (2025). Exploring *Dawet Ayu Banjarnegara* as Local Wisdom in Primary School: Integrating Cultural Education Through Local Content Learning. *JETL (Journal of Education, Teaching and Learning)*, 10(1). doi:<http://dx.doi.org/10.26737/jetl.v10i1.5683>

INTRODUCTION

Indonesia is a country that rich in culture, culture, tradition, languages, religions, and ethnic that are very diverse so that it is dubbed as a nation with a multicultural society (Wirda et al., 2023). This wealth is obtained from the nature landscape and uniqueness of the community from all corners of Sabang to Merauke, triggering the birth of a local culture. Local culture is a characteristic of each region as their local identity in the form of views on life, traditions, art, community characteristic, and values that grow and develop in the environment in which they live. This culture has existed since ancient times and has been passed down from generation to generation by our ancestors (Parmin et al., 2022). This makes local culture a valuable legacy because it has its own

uniqueness in each region, especially the views in local culture are in line with the values of the nation's philosophy of life which must be maintained along with the increasingly modern world.

World change is something that is certain to happen over time, one of the main factors shaping world change is globalization. Globalization is a phenomenon that has a significant impact on the survival of a country (Hordofa, 2024). The process of globalization occurs between various countries and across continents by bringing the exchange of information, ideas, technology, that involves all people in the world who are connected and impact each other globally. (Kaffah et al., 2023) states that many aspects of human life have changed due to the flow of globalization, including economic, political, social, and cultural aspects. Changes in aspects of human life are accelerated by the easy access to technology and information that we get whenever and wherever we are (Aprianti et al., 2022).

The ease of obtaining information and technological advances due to globalization have led to the entry of foreign popular culture and global trends, which can threaten our cultural heritage. This is because foreign cultures that enter are often not in accordance with the nation and state outlook that upholds the norms and customs that apply in Indonesia (Triwardhani et al., 2023). One of the negative impacts of cultural globalization is related to the continuity and diversity of culture which is considered to be able to shift and erode the nation's culture. The reality is that people are now embarrassed to use local culture because it is considered old-fashioned and unattractive, so foreign culture is more in demand because it is considered in accordance with current trends (Erlande & Sari, 2023).

Foreign cultural trends due to globalization also lead to consumer behavior related to clothing, as well as a tendency towards fast food that is easily accessible (Adawiyah et al., 2024). This has caused the current condition where many children prefer fastfood and drinks such as softdrinks, making them lose interest in consuming and have low understanding of traditional drinks from their own region, one of which is *dawet ayu*. *Dawet ayu* is ad traditional drink typical of Banjarnegara, Central Jawa, which consists of cendol made from flour and combined with coconut milk, ice, and brown sugar so that it tastes sweet and fresh (Dwiwana & Miftahul, 2021). Traditional drinks such as *dawet ayu* are Indonesian culinary delights made from ingredients without preservatives and processed using natural traditional process so their nutritional content is maintained, while fastfood is food that served quickly with low levels of vitamins, minerals, and fiber (Didarloo et al., 2022).

Based on pre-research data, students now only know the traditional drink *dawet ayu* that is served in a glass without understanding the process and history behind the of the drink. In addition, they prefer to consume instant drink that sold in the canteen, even though consuming instan drink continuously can cause obesity because of its low fiber, use of preservatives, and excessive sugar (Alfora et al., 2023). The lack of interest and understanding regarding the traditional drink *dawet ayu* means that today's children do not understand the ingredients and how to make *dawet ayu* so that appreciation for traditional drinks is reduced and as a result there is an inability to appreciate the cultural values contained in the drink and its history.

The purpose of this study is to help dig deeper information regarding the traditional drink *dawet ayu* which is a local wealth of the nation by analyzing the form of local content education which contains *dawet ayu* as its main topic, its educational role, and how important local content education is. this study can identify cultural potential, benefit, and business opportunities so that it can increase student awareness of the importance of maintaining and promoting traditional drinks.

Thus, this research can be the basis for developing educational programs related to local culture and wisdom and is useful in developing innovation and product quality so that it can make a real contribution to the preservation of the nation's cultural heritage that is competing in the modern era.

METHODS

This study employed a qualitative research approach to gain a comprehensive understanding of the phenomena experienced by the research subjects in a natural setting, described through narrative and linguistic interpretation. The research was conducted at SD Muhammadiyah Wanadadi, located at Jl. KH. Ahmad Dahlan No. 23, Wanadadi, Banjarnegara Regency, Central Java.

Primary data were collected through interviews with the school principal, six teachers representing each grade level, and a purposive sample of five students per grade. These interviews were supported by observational data and documentation. Secondary data sources included lesson plans (RPP), student textbooks, records of academic achievement, learning objective flowcharts, grade reports, and relevant literature.

Data were analyzed using the Miles and Huberman (1994) model, which consists of four stages: data collection, data reduction, data display, and conclusion drawing/verification (as adapted by Manshur & Nafisatul Munawaroh, 2023). To ensure data validity, the study applied triangulation techniques, particularly methodological triangulation. Interview data were cross-checked with observational and documentary evidence to verify consistency across data sources and collection methods (Kaffah et al., 2023).

RESULT AND DISCUSSION

A. *Form of Dawet ayu Banjarnegara Local Content*

Dawet ayu Banjarnegara Local Content is a local content subject that contains material about traditional food and drinks, culture, customs, history, crafts, and tourism in Banjarnegara. In line with Banjarnegara Regional Regulation No. 10 of 2015 Article 5B which explains the types/contents of the scope of *Dawet ayu* Banjarnegara Local Content including: Banjarnegara tourism with *dawet ayu* as a regional characteristic; knowledge and skills about regional arts, regional skills and crafts, customs, and knowledge about various characteristic of the surrounding natural environment, as well as things that are considered necessary for the development of regional potential.

1) *Learning Stages*: Learning planning is a very

important initial stage in learning (Uspitasari et al., 2022). Teachers carry out the learning planning stage a maximum of one day before the learning process by compiling the material to be taught, considering time allocation, preparing learning methods and approaches, and media to be used to achieve learning objectives (Khadijah et al., 2023). The next stage is the implementation of learning, (Mesra et al., 2023) said that learning activities ideally are carried out in three stages, namely opening, core, and closing. The opening is carried out by the teacher by saying hello and praying. Usually the teacher warms up the initial learning by singing together the song *Lancaran Dhawet Ayu Slendro 9*, because singing is a fun activity that aims to increase the enthusiasm, concentration, and motivation (Hasibuan & Watini, 2022). The concentration of students indicates that they are ready to receive learning, so that the teacher can go into the core regarding the delivery

of material and quizzes. Before closing, teacher provides feedback to improve the teacher's understanding in developing steps and strategies so that learning objectives are achieved, because this can identify the weakness and strength of students in mastering materials (Puteri et al., 2023). After that, the learning activity can be ended with closing prayer and greeting.

2) *Learning Material*: Learning material are essentially

arranged based on facts that occur in the form of procedure, concepts, and principles (Syahputra et al., 2022). Learning material are used to introduce theories, basic concepts, and knowledge that are relevant to the topic being discussed and aim to increase students' knowledge, skills, and understanding. (Ruiz-Garcia et al., 2024) said that learning material include theories and practices that are given in stages based on the level of students' understanding ability because children's development experiences different cognitive and physiological stage stages according to the intensity of interaction and the environment in which they live. Based on Jean Piaget's cognitive development theory, learning materials are recommended to be adjusted to children's cognitive development (Ilhami, 2022).

Class I discusses the introduction of *dawet ayu* in the form of the basic concept of this drink originating from Banjarnegara, the components of the drink, and getting to know its sales starting from trading equipment, places, and how to sell *dawet ayu* briefly. All materials presented are packaged in very simple language so that it makes it easier for students to read, this is very much needed by grade I elementary school students (Kusumawati & Rahmiati, 2022). (Jamaludin et al., 2023) stated that spelling skills are an influential aspect in the success of writing and reading, because grade I is at the beginning reading level, there are spelling materials such as "da-wet a-yu mi-nu-man a-sli ban-jar-ne-ga-ra", bolding letters in sentences, and practicing writing letters in empty boxes. This period is a transitional stage from kindergarten to elementary school, where students prefer pictures and coloring activities, so that the material books contain many pictures and sketches that children can color. The insertion of images is used to attract students' interest in reading because images have visual power that can help students understand abstract concepts of the material (Nasution et al., 2024).

Grade II children begin to be introduced to the basic ingredients used in making Banjarnegara *dawet ayu* and the mixed ingredients in the drink, then what are the tools needed in making *dawet ayu* and also the recipe for making *dawet ayu* in general and simply only outlining the steps. The material is packaged in a book using language that is still simple but denser in sentences. Students are also required to be able to write simple sentences from the material taught, because this ability is very important to learn for grade II elementary school children (Hasim & Saleh, 2022).

In grade III, the origins of Banjarnegara *dawet ayu* are introduced, starting from the history of why it is called *dawet ayu* to the meaning of the symbols on the *dawet ayu* stall which are closely related to the philosophy of the punakawan puppet because they are decorated with figures of Semar and Gareng perched on a shoulder pole (Lathifah et al., 2023). The process of making *dawet ayu* is also explained in more detail in this class, complete with a recipe that includes information on the measurements of the ingredients, for example how much rice flour or the volume of coconut milk is needed. In addition, the nutritional content is explained when we consume *dawet ayu*, such as vitamins in the fruit that are components of this drink. The material is closed with how to present attractive *dawet ayu* to how to make simple advertisements to attract customers.

Trade calculations become the guardian of the material in class IV by starting from calculating the price of raw materials for production, sales profit and loss, discounts, gross, tare, net, tax and single interest as a reference in calculating the cost of production in order to determine the selling price of *dawet ayu* (Wijayanto et al., 2022). Then complementing the material in the previous class, the manufacturing procedure, nutritional content and benefits of various components of *dawet ayu* drinks are explained in more detail in class IV.

The *dawet ayu* material in grade 5 is discussed further until the product development stage by creating the taste of the drink and the color of cendol which is one of the components of the drink through modifying highly nutritious ingredients so that the resulting nutritional content is of higher quality (Dwiyana & Miftahul, 2021). The taste creation is found in the addition of jackfruit and durian to produce a different drink taste than usual, while the color creation is in the ingredients for making cendol, namely using carrots for orange, purple sweet potatoes for purple, dragon fruit for red, and pink using beetroot. In addition, there are basic strategies for creative *dawet ayu* entrepreneurship to promoting creative *dawet ayu* products through electronic media.

Class VI material as development material from the materials in the previous class and refinement of local content topics. *Dawet ayu* discussed regarding various creations of Banjarnegara *dawet ayu* combined with food that will produce a more delicious drink taste such as sticky rice tape, sumsum porridge, salak seeds and black grass jelly. The entrepreneurial strategy is also explained in more detail than the previous class and the electronic promotion used for marketing uses a foreign language in compiling the advertising language because it is more interesting (Oktaviani & Syalvia, 2023).

3) Learning Process: *Dawet ayu* Banjarnegara Local

Content at SD Muhammadiyah Wanadadi is implemented in detailed and conceptualized intracurricular activities according to the schedule and level of learning content competency because it is the main activity of the school (Surnia & Armez Hidayat, 2023). This activity is mostly carried out in the classroom, in the form of theory and material concepts and practices that do not rule out the possibility of being carried out outside the classroom. According to (Chapman & Wright, 2024) theory and practice activities are two different but interrelated systems and have their respective impacts on improving learning. (Wells et al., 2023) state that theory and practice involve the mind and body which when combined in learning will create an integrated, holistic, and meaningful learning experience.

Theoretical learning focuses on the dissemination of information, basic concepts, and principles of the material according to the topics discussed. In this case, the teacher teaches the *Dawet ayu* Banjarnegara Local Content subject according to the schedule in each class for 2 x 35 minutes of study load with an intensity of once a week. The material is given by the teacher theoretically using various learning methods (Darojat, 2022). The learning method is the way the teacher teaches students in order to achieve learning objectives (Setiawan et al., 2022). The methods most often used by teachers in theoretical learning are lectures, questions and answers, discussions, and group work. Theoretical learning is only used to strengthen deep understanding conceptually, so it is necessary to do additional strengthening of understanding by implementing the theory learned in real situations through a pedagogical approach that studies skills through practice (Iftikhar et al., 2022). Based on the results of interviews and documentation, the practice of learning *Dawet ayu* Banjarnegara Local Content has been carried out in class III coinciding with the

practical material for making *dawet ayu*. The activity starts from mixing the ingredients, the processing process, to serving the *dawet ayu* drink.

4) *Evaluation*: Learning evaluation is the final part that

aims to determine the extent to which the material, learning methods, media, sources and learning environment are successful in achieving learning objectives (Fitriani et al., 2023; Wandini & Lubis, 2021). Evaluation activities are carried out after a series of learning processes have taken place by identifying various indicators of success through assessment instruments in the form of enrichment and remedial, because in an activity, evaluation is an important part of providing feedback so that better improvements can occur (Zareisaroukolaei et al., 2024). Evaluation activities are carried out according to class agreements with daily tests for each chapter, then for mid-term and final semester assessments are carried out simultaneously according to the academic calendar. The evaluation results are written by the teacher in a grade report which is reported to the student's guardian as a report on learning outcomes at the end of each semester.

B. The Role of Dawet ayu Banjarnegara Local Content

Local content is a subject of learning in education that contains local wisdom, customs, arts and culture, and values that live and develop in a society with the aim of increasing knowledge and skills based on the potential and characteristics of a particular region (Asdarina et al., 2023; Supendi et al., 2023). This education is carried out through theoretical and practical activities as real actions of students directly involved in efforts to preserve local wisdom. Through interviews with teachers and students, they admitted that they were very enthusiastic about this subject because they learned about something in the environment around their homes. During the learning observation, the researcher also saw indicators of student interest in learning as evidenced by the behavior of students actively asking and answering questions, this indicates that they have high curiosity, and they focus on the material presented by the teacher (Waruwu & Sitinjak, 2022).

The activeness and interest of students in learning the *Dawet ayu* Banjarnegara Local Content makes the material increasingly well integrated into students' understanding and knowledge, this is in line with the opinion of (Harefa et al., 2023) which states that the higher the student's interest in a learning, the greater the opportunity to understand a material, then every evaluation, the results obtained are good, this is evidenced by the satisfactory learning outcomes in the final report of each semester with an average of each class for the *Dawet ayu* Banjarnegara Local Content above the KKM. The role of teachers also influences increasing student interest and learning activity. They act as facilitators and demonstrators by facilitating learning well, for example by answering student questions because teachers are considered to have mastered the material and are required to be able to develop their knowledge so that they can create the expected learning (Andana et al., 2022; Selvina Salsabila et al., 2023). In addition, teachers are also motivators so that students have a high interest in learning related to the preservation of local wisdom.

C. The Importance of Dawet ayu Banjarnegara Local Content

1) *Mandatory Government Regulation*: Banjarnegara Regional Regulation No.7 of 2015 concerning Amendments to Banjarnegara Regional Regulation No. 20 of 2013 concerning Local Content Education of Banjarnegara Regency Chapter V Article 20 states that every educational unit is required to develop local content education with standards set by the government. This makes the

Dawet ayu Banjarnegara Local Content subject mandatory to be taught at SD Muhammadiyah Wanadadi. The *Dawet ayu* Banjarnegara local content is a subject used to preserve and develop local wisdom in the form of regional potential such as *dawet ayu* as a typical drink, as well as regional cultural and tourism potential.

2) *Preserving Local Wisdom*: Local wisdom contains values of goodness that are beneficial for future generations, therefore it is very necessary to preserve local wisdom, one of which is through educational transformation (Prihantini et al., 2022). Education plays a crucial role in shaping individual character, maintaining sustainability and cultural diversity, therefore the integration of local cultural values in education can be done through learning the *Dawet ayu* Banjarnegara Local Content which contains local wisdom of the region. Through this education, students as the next generation of the nation who have studied the *Dawet ayu* Banjarnegara Local Content can promote the assets and potential of their region by becoming agents of change in the form of selected sons and daughters of the region who can be called tourism ambassadors (Wulandari et al., 2022).

3) *Economic Growth*: *Dawet ayu* Banjarnegara Local Content can be an inspiration for a business selling traditional *dawet ayu* drinks. In the material, it has been taught from the basics of how to make *dawet* complete with ingredients, tools, and steps. The drinks that have been produced can be priced appropriately so that there is no failure in entrepreneurship through trade calculation material (Wijayanto et al., 2022). Students are also taught *dawet ayu* creations to provide innovation in product development. In addition, there is learning related to product marketing starting from *dawet ayu* entrepreneurial strategies to making advertisements through electronic media. With business opportunities based on local wisdom, students can become *dawet ayu* entrepreneurs who are expected to improve the economy and accelerate community development (Marhawati et al., 2023).

4) *Developing Character of Love for The Homeland*: Based on learning observations and interviews by teachers, it was found that students were very enthusiastic about learning the *Dawet ayu* Banjarnegara Local Content. This is evidenced by the activeness of students during learning, both asking and answering. Through interviews, teachers stated that before learning began, students were already looking forward to when this subject learning hour would be implemented. High enthusiasm shows that students are interested in learning, so that the learning process starting from getting to know and understanding will foster an attitude of respect for local culture as an indicator of the character of love for the homeland (Nurdian et al., 2021).

CONCLUSIONS

The implementation of *Dawet ayu* Banjarnegara as a local content subject at SD Muhammadiyah Wanadadi is carried out comprehensively, beginning with well-structured lesson planning and progressing through the stages of learning—introduction, core activities, and closure. The instructional content encompasses foundational knowledge, traditional recipes, historical background, business calculations, creative beverage innovations, and marketing strategies utilizing digital platforms. The learning process integrates both theoretical and practical components and is evaluated through daily tests, mid-semester exams, and final assessments to measure the achievement of learning objectives.

The results demonstrate a positive impact on students' interest and engagement in learning about local wisdom, as reflected in their active participation and improved academic outcomes, with average final scores surpassing the minimum competency criteria (KKM). This success is attributed

to the critical role of teachers as facilitators, demonstrators, and motivators. The integration of local content education, particularly on *Dawet ayu*, is not only aligned with government policy but also essential for preserving cultural heritage, enhancing local economic awareness, and fostering students' national identity and pride.

CONFLICTS OF INTEREST STATEMENT

The authors declare that there is no conflict of interest regarding the publication of this paper.

AUTHOR CONTRIBUTIONS

Farras Nafalya Atha Nugroho was responsible for the conceptualization of the study, designing the methodology, conducting the investigation, drafting the original manuscript, and preparing the visual elements. Deni Setiawan provided supervision throughout the research, validated the findings, contributed to reviewing and editing the manuscript, supplied necessary resources, and managed the overall project administration.

REFERENCES

- Adawiyah, Y. R., Windayani, N., Nuryantini, A. Y., Agustin, T. W., & Rochman, C. (2024). Analisis Hubungan Literasi Halal Dengan Konsumsi Makanan Siap Saji. *Jurnal Ilmiah Pangan Halal*, 6(1), 1–9. <https://doi.org/10.30997/jiph.v6i1.11579>
- Alfora, D., Saori, E., & Fajriah, L. N. (2023). Pengaruh konsumsi makanan cepat saji terhadap gizi remaja. *FLORONA : Jurnal Ilmiah Kesehatan*, 2(1), 43–49. <https://doi.org/10.55904/florona.v2i1.688>
- Andana, E. B., Marmoah, S., & Sularmi, S. (2022). Analisis peran guru dalam memotivasi belajar peserta didik kelas iv sekolah dasar. *Didaktika Dwija Indria*, 10(1). <https://doi.org/10.20961/ddi.v10i1.49810>
- Aprianti, M., Dewi, D. A., & Furnamasari, Y. F. (2022). Kebudayaan Indonesia di Era Globalisasi Terhadap Identitas Nasional Indonesia. *Edumaspul: Jurnal Pendidikan*, 6(1), 996–998. <https://doi.org/10.33487/edumaspul.v6i1.2294>
- Asdarina, A., Syarifudin, E., & Suherman, S. (2023). Kebijakan Kurikulum Muatan Lokal Bahasa Jawa Banten Di Sekolah Dasar Sebagai Upaya Pelestarian Budaya. *Pendas : Jurnal Ilmiah Pendidikan Dasar*, 8(1), 4290–4301. <https://doi.org/10.23969/jp.v8i1.7727>
- Chapman, D. S., & Wright, P. R. (2024). Creative practice, entanglements and complex emergence: Teaching in the arts. *Thinking Skills and Creativity*, 52, 101544. <https://doi.org/10.1016/j.tsc.2024.101544>
- Darojat, A. (2022). STUDI LITERATUR EFEKTIVITAS PENGGUNAAN VIRTUAL LABORATORY DALAM PEMBELAJARAN KIMIA SECARA LURING. *INCARE, International Journal of Educational Resources*, 3(3), 359–364. <https://doi.org/10.59689/incare.v3i3.494>
- Didarloo, A., Khalili, S., Aghapour, A. A., Moghaddam-Tabrizi, F., & Mousavi, S. M. (2022). Determining intention, fast food consumption and their related factors among university students by using a behavior change theory. *BMC Public Health*, 22(1), 314. <https://doi.org/10.1186/s12889-022-12696-x>
- Dwiyana, P., & Miftahul, F. (2021). Pembuatan Dawet Daun Kelor (*Moringa Oleifera* L.), Daya Terima dan Peluangnya Sebagai Pangan Bernutrisi. *Jurnal Kesehatan Masyarakat Perkotaan*, 1(2), 22–33. <https://doi.org/10.37012/jkmp.v1i2.1196>

- Erlande, R., & Sari, N. (2023). Pengaruh Fenomena Korean Wave Terhadap Mahasiswa Di Universitas Sriwijaya. *Journal of Social Science and Education E-ASANKA: Journal of Social Science and Education*, 04(02), 200. <https://doi.org/https://doi.org/10.21154/asanka.v4i2.6359>
- Fitriani, R., Anatri, L., Joint, O. S., & Risnita, R. (2023). Scope of Learning Evaluation in Science Subject in Junior High School Students: A Systematic Review. *Journal Evaluation in Education (JEE)*, 4(1), 08–16. <https://doi.org/10.37251/jee.v4i1.307>
- Harefa, D., Sarumaha, M., Telaumbanua, K., Telaumbanua, T., Laia, B., & Hulu, F. (2023). Relationship Student Learning Interest To The Learning Outcomes Of Natural Sciences. *International Journal of Educational Research & Social Sciences*, 4(2), 240–246. <https://doi.org/10.51601/ijersc.v4i2.614>
- Hasibuan, D. A. S., & Watini, S. (2022). Implementasi Bernyanyi ASYIK dalam Meningkatkan Konsentrasi Belajar Anak di Ra Cahaya Dita, Bintan. *JiIP - Jurnal Ilmiah Ilmu Pendidikan*, 5(9), 3328–3333. <https://doi.org/10.54371/jiip.v5i9.874>
- Hasim, E., & Saleh, M. (2022). Menulis Kalimat Sederhana Melalui Impelemntasi Model Snowball Throwing Pada Siswa Kelas II SDN 11 Limboto Barat Kabupaten Gorontalo. *Aksara: Jurnal Ilmu Pendidikan Nonformal*, 8(2), 785. <https://doi.org/10.37905/aksara.8.2.785-794.2022>
- Hordofa, D. F. (2024). Disentangling the effects of globalization on growth: Evidence from Ethiopia using an ARDL approach. *Research in Globalization*, 8, 100224. <https://doi.org/10.1016/j.resglo.2024.100224>
- Iftikhar, S., Guerrero-Roldán, A.-E., & Mor, E. (2022). Practice Promotes Learning: Analyzing Students' Acceptance of a Learning-by-Doing Online Programming Learning Tool. *Applied Sciences*, 12(24), 12613. <https://doi.org/10.3390/app122412613>
- Ilhami, A. (2022). IMPLIKASI TEORI PERKEMBANGAN KOGNITIF PIAGET PADA ANAK USIA SEKOLAH DASAR DALAM PEMBELAJARAN BAHASA INDONESIA. *Pendas : Jurnal Ilmiah Pendidikan Dasar*, 7(2), 605–619. <https://doi.org/10.23969/jp.v7i2.6564>
- Jamaludin, J., Nisa Fisca Kirana, A., Yusuf, F., Sahib, N., Muriati, S., Asriviana, R., Faidah, N., & Hasniah, S. (2023). Penerapan Media Pembelajaran Kreatif untuk Membantu Siswa Mengeja dan Membaca pada Kelas 1 SDN Pattingalloang 1 di Kota Makassar Implementation of Creative Learning Media to Help Students Spell and Read in Class 1 SDN Pattingalloang 1 at Makassar City. *Khidmah: Jurnal Pengabdian Kepada Masyarakat*, 4, 1–8.
- Kaffah, L. S., Setiawan, D., & Edi, W. (2023). Pemanfaatan Media Cetak Poster Dalam Pembelajaran Bahasa Indonesia Dengan Menggunakan Aplikasi Canva Di Kelas V Sd. *Jurnal Ilmiah Wahana Pend*, 9(16), 482–492. <https://doi.org/https://doi.org/10.5281/zenodo.8246435>
- Khadijah, S., Puspita, T., & Hasnah, M. (2023). Perencanaan Pembelajaran Madrasah Ibtidaiyah. *SENTRI: Jurnal Riset Ilmiah*, 2(12), 5208–5220. <https://doi.org/10.55681/sentri.v2i12.1904>
- Kusumawati, D. A., & Rahmiati, R. (2022). Penggunaan Metode Mendongeng untuk Meningkatkan Kemampuan Membaca Pemula Siswa Kelas 1 Sekolah Dasar. *Jurnal Basicedu*, 6(4), 6234–6240. <https://doi.org/10.31004/basicedu.v6i4.3213>
- Lathifah, M., Kusumawati, T., & Widodo, S. T. (2023). DAWET BAYAT DAN POHON AREN DALAM BUSANA VINTAGE. *Style: Journal of Fashion Design*, 2(1), 14. <https://doi.org/10.26887/style.v2i2.3266>
- Manshur, A., & Nafisatul Munawaroh, U. (2023). ANALISIS HERMENEUTIKA NILAI KEKELUARGAAN DAN PENDIDIKAN DALAM NOVEL RASA KARYA TERE LIYE. *Jurnal PENEROKA*, 3(2), 267–278. <https://doi.org/10.30739/peneroka.v3i2.2447>
- Marhawati, B., Mas, S. R., & Sulkify. (2023). Peningkatan Taraf Hidup Masyarakat Melalui Pengolahan Pangan Berbasis Kearifan Lokal. *Community Development Journal: Jurnal Pengabdian Masyarakat*, 4(3), 5559–5564. <https://doi.org/https://doi.org/10.31004/cdj.v4i3.15496>

- Mesra, R., Pangalila, T., Laebe, A., & Rahmawati, N. (2023). Analisis Keterampilan Guru Dalam Menutup Pembelajaran Guna Mencapai Tujuan Pembelajaran dan Membentuk Karakter Siswa di SD Inpres Kema III. *Jurnal Civic Education*, 7(1), 28–36. <https://doi.org/https://doi.org/10.36412/jce.v7i1.6783>
- Nasution, U. F., Harahap, H. S., Harahap, M., Siswa, M., & Shalat, M. (2024). EFEKTIFITAS MENGGUNAKAN MEDIA GAMBAR PADA MATERI SHALAT DALAM MENINGKATKAN MEMORI SISWA BIDANG STUDI FIQIH KELAS II SD AL WASHLIYAH BROMO. *Jurnal Review Pendidikan Dan Pengajaran*, 7, 5244–5250.
- Nurdian, N., Rozana Ulfah, K., & Nugerahani Ilise, R. (2021). Pendidikan Muatan Lokal Sebagai Penanaman Karakter Cinta Tanah Air. *MIMBAR PGSD Undiksha*, 9(2), 344. <https://doi.org/10.23887/jjpgsd.v9i2.36414>
- Oktaviani, A. A., & Syalvia, A. N. (2023). KARAKTERISTIK DAN FUNGSI BAHASA DALAM IKLAN APLIKASI BELANJA ONLINE. *Jurnal Komposisi*, 6(2), 69. <https://doi.org/10.53712/jk.v6i2.1786>
- Parmin, P., Savitri, E. N., Khusniati, M., & El Islami, R. A. Z. (2022). The prospective science teachers' skills in reconstructing indigenous knowledge of local culture on breast milk using pare (*Momordica charantia*). *International Journal of Educational Research Open*, 3, 100193. <https://doi.org/10.1016/j.ijedro.2022.100193>
- Prihantini, P., Hidayah, N., Rostika, D., & Abdurhman, O. (2022). Batik Cap Sederhana Berbasis Pewarna Alami sebagai Media Proyek Profil Pelajar Pancasila di Kabupaten Sukabumi. *Jurnal Abdi Masyarakat Indonesia*, 2(6), 1743–1750. <https://doi.org/10.54082/jamsi.515>
- Puteri, A. N., Yoenanto, N. H., & Nawangsari, N. A. F. (2023). Efektivitas Asesmen Autentik dalam Pembelajaran. *Jurnal Pendidikan Dan Kebudayaan*, 8(1), 77–87. <https://doi.org/10.24832/jpnk.v8i1.3535>
- Ruiz-Garcia, J. C., Tolosana, R., Vera-Rodriguez, R., Fierrez, J., & Herreros-Rodriguez, J. (2024). ChildCI framework: Analysis of motor and cognitive development in children-computer interaction for age detection. *Cognitive Systems Research*, 86(March), 101230. <https://doi.org/10.1016/j.cogsys.2024.101230>
- Selvina Salsabila, Aris Gumilar, & Dayu Retno Puspita. (2023). PERAN GURU DALAM MENINGKATKAN MOTIVASI BELAJAR SISWA KELAS IV. *Didaktik : Jurnal Ilmiah PGSD STKIP Subang*, 9(04), 874–885. <https://doi.org/10.36989/didaktik.v9i04.1682>
- Setiawan, D., Hardiyani, I. K., Aulia, A., & Hidayat, A. (2022). Memaknai Kecerdasan melalui Aktivitas Seni: Analisis Kualitatif Pengembangan Kreativitas pada Anak Usia Dini. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 6(5), 4507–4518. <https://doi.org/10.31004/obsesi.v6i5.2521>
- Supendi, Wadud, A. A., & Hanafiah. (2023). Implementasi Manajemen Kurikulum dan Pembelajaran Muatan Lokal Pada Mts Negeri 32 Jakarta. *Ilmiah, Jurnal Pendidikan, Wahana Islam, Universitas Bandung, Nusantara*, 9(5), 528–539. <https://doi.org/https://doi.org/10.5281/zenodo.7758089>
- Surnia, E., & Armez Hidayat, H. (2023). Upaya Meningkatkan Minat Siswa terhadap Kegiatan Ekstrakurikuler Seni Teater dengan Menerapkan Metode Drill di SMAN 4 Tebo. *Ranah Research : Journal of Multidisciplinary Research and Development*, 5(3), 162–173. <https://doi.org/10.38035/rj.v5i3.747>
- Syahputra, A., Agama, K., & Pematangsiantar, K. (2022). Meningkatkan Kemampuan Guru Pertama Dalam Merumuskan Tujuan Pembelajaran Dan Materi Pembelajaran Pada RPP Melalui Bimbingan. 3(2), 123–139. <https://doi.org/10.51178/jesa.v3i2.536>
- Triwardhani, I. J., Mulyani, D., & Pratama, R. (2023). Literasi Budaya Lokal bagi Anak di Desa Jatisura. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 7(2), 1818–1827. <https://doi.org/10.31004/obsesi.v7i2.3962>

- Uspitasari, I., Hernawati, H., & Hidayat, M. S. (2022). Problematika Pembelajaran Tatap Muka Terbatas di Sekolah Dasar. *Jurnal Pengajaran Sekolah Dasar*, 1(1), 1–12. <https://doi.org/10.56855/jpsd.v1i1.49>
- Wandini, A. S., & Lubis, F. Y. (2021). Pelaksanaan Evaluasi Pembelajaran secara Daring pada Belajar dari Rumah (BDR) jenjang Sekolah Menengah Pertama (SMP). *Jurnal Basicedu*, 5(4), 1985–1997. <https://doi.org/10.31004/basicedu.v5i4.1113>
- Waruwu, A. B. C., & Sitinjak, D. (2022). Penggunaan Multimedia Interaktif dalam Meningkatkan Minat Belajar Siswa pada Pembelajaran Kimia. *JURNAL PENDIDIKAN MIPA*, 12(2), 298–305. <https://doi.org/10.37630/jpm.v12i2.589>
- Wells, T., Sandretto, S., & Tilson, J. (2023). Bridging the theory-practice divide in teacher education through process drama pedagogy: “You fully experience what you’re learning.” *Teaching and Teacher Education*, 124, 103993. <https://doi.org/10.1016/j.tate.2022.103993>
- Wijayanto, P. W., Rochmawati, R., & Yusiana, R. (2022). Pelatihan Kewirausahaan dan Perhitungan Akuntansi Biaya untuk Meningkatkan Ekonomi di Desa Bojongsoang Kabupaten Bandung. *Nuansa Akademik: Jurnal Pembangunan Masyarakat*, 7(2), 267–282. <https://doi.org/10.47200/jnajpm.v7i2.1220>
- Wirda, A., Dhoni, A. R., Ulva, D. A., Fatmawati, F., Listiana, L., & Banani, P. F. (2023). Urgensi Pendidikan Multikultural di Sekolah dan Masyarakat Indonesia sebagai Bentuk Keragaman Budaya. *YASIN*, 3(1), 1–7. <https://doi.org/10.58578/yasin.v3i1.797>
- Wulandari, R. S., Harida, R., & Putra, T. K. (2022). Pelatihan Public Speaking dan Bahasa Inggris Duta Wisata Kabupaten Ponorogo. *Society : Jurnal Pengabdian Masyarakat*, 1(4), 209–214. <https://doi.org/10.55824/jpm.v1i4.117>
- Zareisaroukolaei, M., Shams, G., RezaeiZadeh, M., & Ghahramani, M. (2024). Effectiveness evaluation indicators of organizational E-learning courses. *Computers in Human Behavior Reports*, 15, 100432. <https://doi.org/10.1016/j.chbr.2024.100432>