Melali Ke Subak Abiansemal Storybook: Instilling the Gotong Royong Value in Grade V Elementary School Students

Patricia Komang Ayu Asmara Dewi[1]*, I Wayan Lasmawan[2] , I Gede Margunayasa[3] iD

[1,2,3] Program Studi Pendidikan Dasar, Pascasarjana, Universitas Pendidikan Ganesha, Singaraja, Indonesia

A R T I C L E   I N F O

A B S T R A K

Dewasa ini terjadi penurunan nilai gotong royong yang terjadi pada anak, sehingga pendidikan karakter gotong royong perlu dioptimalkan sejak tingkat sekolah dasar. Penelitian ini bertujuan untuk mengembangkan buku cerita bergambar berkearifan lokal Bali untuk menanamkan nilai karakter gotong royong siswa kelas V sekolah dasar. Jenis penelitian ini adalah penelitian pengembangan menggunakan metode Analysis, Design, Development, Implementation and, Evaluation. Metode pengumpulan data menggunakan kuesioner. Teknik analisis data menggunakan analisis kuantitatif dan kualitatif. Subjek uji produk terdiri dari 2 orang yang merupakan ahli materi, ahli desain, dan ahli media. Uji praktisi dari 2 orang guru dan 40 siswa kelas V SD di gugus. Hasil penelitian menunjukkan uji validasi mencapai 95,55%, pada interval 81%-100%(sangat valid). Uji kepraktisan mencapai 98,06% pada interval 81%-100% (sangat praktis). Uji keefektifan pada kelompok tanpa perlakuan dengan rata-rata skor nilai 66,425, sedangkan kelompok dengan perlakuan memiliki rata-rata skor sebesar 86,625. Pada Independent t-test menunjukkan nilai Sig (2-tailed) sebesar 0,000 (< 0,05) yang berarti ada perbedaan signifikan. Maka, buku cerita bergambar berkearifan lokal Bali dinyatakan valid, praktis dan efektif untuk menanamkan nilai karakter gotong royong siswa kelas V sekolah dasar. Implikaisi hasil pengembangan buku cerita terhadap hasil belajar siswa maka dapat digunakan sebagai pendamping buku kurikulum 2013.

A B S T R A C T

Nowadays there is a decrease in the value of mutual cooperation that occurs in children, mutual cooperation character education needs to be improved since the elementary school level. This study aims to develop a picture story book with local Balinese wisdom to instill the value of the character of gotong royong in fifth grade elementary school students. This type of research is development research using Analysis, Design, Development, Implementation and Evaluation methods. Data collection methods using a questionnaire. The data analysis technique used quantitative and qualitative analysis. The product test subjects consisted of 2 people who were material experts, design experts, and media experts. Practitioner test of 2 teachers and 40 fifth grade elementary school students in the cluster. The results showed that the validation test reached 95.55%, at intervals of 81%-100% (very valid). The practicality test reached 98.06% at an interval of 81%-100% (very practical). The effectiveness test in the group without treatment with an average score of 66,425, while the group with treatment has an average score of 86,625. The Independent t-test shows a Sig (2-tailed) value of 0.000 (<0.05), which means there is a significant difference. Thus, the picture book with local Balinese wisdom was declared valid, practical and effective for instilling the value of the mutual cooperation character of fifth grade elementary school students. The implications of the results of developing story books on student learning outcomes can then be used as a companion to the 2013 curriculum book.

1. INTRODUCTION

Attention to character education has begun to increase because of several worrying phenomena of moral degradation. The existence of many phenomena that reflect moral degradation such as corruption, collusion, nepotism, sexual harassment, juvenile delinquency and bullying raises concerns among many people. This poses a threat, especially for the development of the younger generation (Budiharjo, 2015;

Corresponding author
*E-mail addresses: patricia@undiksha.ac.id (Patricia Komang Ayu Asmara Dewi)

Nova., 2017; Saputro & Murdiono, 2020). Character education has a higher meaning than moral education, because it is not just teaching what is right and what is good but instilling good habits. So that students are educated to understand, be able to feel, and be able to do well (Raharjo, 2010; P. D. Wijayanti & Hartati, 2018; Yulianti et al., 2014). There are various methods that can be used in applying character values, namely learning, direction, and habituation (Amran et al., 2019; Utomo, 2018). Educating character is needed a figure who becomes a model, a model that can be found by students in the surrounding environment (Nurchaili, 2010; Rudyanto, 2016; Sumayana, 2017).

One of the character values contained in *PPK (Penguatan Pendidikan Karakter)* is the character of gotong royong. The value of the gotong royong character is a character that the government is trying to strengthen through formal education, including elementary school (Effendi, 2016; Khotimah & Hilyana, 2019). Gotong royong as a form of social solidarity, social solidarity arises because there is assistance from other parties for individual and collective interests who are loyal in unity (D. Kurniawati & Mawardi, 2021; Mulyani et al., 2020; Windia et al., 2018). Gotong royong is also defined as a collaboration carried out by individuals in order to achieve a goal that has been planned by deliberation and consensus (Casriarno & Nataniel, 2020; Effendi, 2016; Mulyani et al., 2020). The value of gotong royong is a cooperative behavior carried out by a group of people with the motive of helping each other, solving a problem and finding a solution to related the problem. (Nur Bintari & Darmawan, 2016; Tanto et al., 2019). The purpose of the program to strengthen the character education of gotong royong is to instill the formation of the values of the nation's character into students through educational institutions with a priority of certain values that will make the process of learning, understanding, and practice. So that mutual cooperation character education is able to change behavior, ways of thinking, and ways of acting, all Indonesian people become better and have integrity. (Khotimah & Hilyana, 2019; Na'imah et al., 2020; Pertiwi et al., 2021). The existence of picket work every day, will automatically form a mutual cooperation attitude in students (D. Kurniawati & Mawardi, 2021; Mulyani et al., 2020).

However, due to the covid outbreak, online learning was launched, which has the effect of decreasing the character of mutual cooperation between students. So efforts are needed to increase the value of mutual cooperation to students. (Ahmad, 2010; Mulyani et al., 2020). There is a decrease in the character of students' discipline during online learning (Ambarita, 2020; Soehardi et al., 2020). Mutual cooperation character education is better if it is adapted to the local wisdom of the local community. One of the local wisdoms that exist in Bali is subak where subak is an organization of farmers who get irrigation water from a common source. They commonly have Bedugul temples, and have the freedom to manage their own household and in dealing with outsiders (Pitana & Diarta, 2009; Windia et al., 2018). The material about subak contained in the student handbook is still limited. This is supported by the results of observations at SD IV Abiansemal. This statement is obtain by online questionnaire data which addressed to fifth grade teachers and students for the 2021/2022 academic year at SD Negeri IV Abiansemal. The results of the questionnaire showed that, 4 of them stated that the social studies content contained in the student handbook was not deep because the material presented was small and only consisted of a few sentences. 5 teachers stated that the social studies content material contained in the student books needed to be developed because the teacher only used one textbook during learning. Meanwhile, 5 teachers stated that the social studies content material contained in the student books needed to be developed because the teacher only used one textbook during learning. Moreover, 35 students stated that the social studies content material, especially on the topic of local community economic activities, which was contained in student books needed to be developed. If these problems are not immediately addressed, it will have a negative impact on the quality of education.

The solution to overcome these problems is to use teaching materials. Teaching materials are a determining aspect in learning, especially in elementary schools (Hanida et al., 2019; Umri & Syah, 2021). Teaching materials determine students' activities in constructing knowledge in learning activities. The process of selecting teaching materials must still consider the criteria (Youpika, 2021; Zahrotissa'adah & Sulistyowati, 2021). The teaching materials that have been selected by the teacher should be able to encourage the achievement of learning objectives, namely standards competency and basic competencies (Kormasela et al., 2020; Munandar et al., 2018). This is important to do in order to achieve optimal learning. The findings of previous research stated that picture story book teaching materials could help students understand the material (Dewanti & Yasmita, 2022; Q. Putri, 2021). Storybooks based on local wisdom can improve student learning outcomes (Ratnasari et al., 2018; Shufa, 2018). There has been no previous research that has examined the inculcation of the value of the gotong royong character through story books with local wisdom. Thus, this study aims to develop a picture story book with local Balinese wisdom to instill the value of the character of mutual cooperation in elementary school students. The existence of this research is expected to be able to produce a storybook with local wisdom on the theme of ecosystems, on the topic of local community economic activities that is valid, practical, and effective.

2. METHOD

This study uses the ADDIE development model consisting of five stages which include analysis, design, development, implementation and evaluation. The subjects in this study consisted of 2 people who were material experts, design experts, and media experts. The practitioner test consisted of 2 teachers and 40 fifth grade elementary school students in the cluster. The types of data in this study are qualitative data and quantitative data, qualitative data obtained from the responses and suggestions of experts and teachers to the developed book. Quantitative data were obtained from the results of validation by experts and teachers, the results of filling out questionnaire responses by students, and the results of the student post test. Data collection techniques in this study in the form of interviews and questionnaires. The results of the validation were then analyzed using analytical techniques that were entered into the Gregory formula (Gregory, 2000). The data analysis technique used is the analysis of the validity of the storybooks calculated from the average percentage of the validity of each media expert, linguist and material expert which is then converted into a Likert scale as shown in Table 1.

Table 1. Content Validity Coefficient

Coefficient	Validity
0.80 – 1.00	Very High
0.60 – 0.79	High
0.40 – 0.59	Medium
0.20 – 0.39	Low
0.00 – 0.19	Very Low

(Sudijono, 2018)

The resulting storybook is said to be valid if it obtain a percentage of 61%. Analysis of the practical assessment of storybook users is calculated from the average overall percentage of teacher and student responses to the book which is then converted into a Likert scale. The resulting storybook is said to be practical if it obtain a percentage of 61%. The analysis of the assessment of the effectiveness of storybook users was obtained through the results of the pretest and posttest from 2 research groups, namely the treatment and non-treatment groups. The results of the pre-test and post-test were then analyzed using an independent sample t-test to determine the difference between the results of the pre-test and post-test. Furthermore, the analysis prerequisite test was carried out using a correlation t-test, namely the normality test and the homogeneity of variance test. After the test is carried out, the next step is to test the hypothesis. The data analysis method used to test the research hypothesis is the Independent T-Test. Calculation and hypothesis testing in this study using computer assistance with the IBM SPSS Statistics 25 program with a significance level of 0.05.

3. RESULT AND DISCUSSION

Result

The picture story books with local wisdom were developed based on the results of the needs analysis conducted at SD No. 1 Abiansemal Dauh Yeh Cani Academic Year 2021/2022. Picture book with local wisdom hope make children will be more interested in reading and understanding the material being taught. The design of this storybook begins with the process of preparing a storyboard (Draft Sketch of a Story) which is made on paper manually which is then poured into a clean sketch using the krita software. The draft of the story book that has been designed in the design is developed into a final product. Illustrations created using Adobe Photoshop. In the initial draft, the contents section did not contain illustrations, after development there were color illustrations so that the display became attractive. The validity of this expert was carried out to measure the level of validity of the picture story books with local Balinese wisdom before the field test was carried out. The validity of the storybooks with local Balinese wisdom will be carried out by the two experts by comparing the storybook "*Melali to Subak Abiansemal*" with the components of a good storybook in the questionnaire of the feasibility of graphic and linguistic feasibility. The results of the questionnaire calculations by experts can be seen in Table 2.

Based on Table 2, it was found that the validation of storybooks by media experts obtained an average score of 95.71% and was in the 81%-100% interval which indicates that the storybooks are included in the very valid criteria. Media expert validation includes the validity of graphics. The validation of storybooks by design experts obtained an average score of 95.33% and was in the 81%-100% interval which indicated that the storybooks were included in the very valid criteria. Material expert validation related to content validity and language validity. The validation of storybooks by material experts

obtained an average score of 95.60% and was in the 81%-100% interval which indicates that the storybooks are included in the very valid criteria. Based on the results of the validation of the experts on the story book, then proceed with calculating the overall average obtained. The calculation results are presented in Table 3.

Table 2. Data Tabulation of the Quality of Storybooks assessed by Experts

No.	Code	Total Skor		
		Media Expert	**Design Expert**	**Material Expert**
1	A1	70	75	125
2	A2	64	68	114
3	Percentage A1	100%	100%	100%
4	Percentage A2	91.43%	90.67%	91.20%
	Average	**95.71%**	**95.33%**	**95.60%**

Table 3. Overall Average Validation of Storybooks

Average score Media Expert	Average score Design Expert	Average score Material Expert	Overall Average	Criteria
95,71%	95.33%	95.60%	95.55%	Very valid

Based on Table 3, the results of the calculation of the overall average validation are 95.55% and there are 81%-100% intervals which indicate that the story book is included in the very valid criteria and deserves to be developed. The results of the assessment of the suitability of the content of the storybooks carried out by the teacher on the questionnaire instrument in the form of scores. The scores obtained were then analyzed by comparing the means observation values to the conversion table from the suitability of the content of the storybooks being assessed. The results of the calculation of the practicality of the data tabulation of the illustrated story books with local Balinese wisdom carried out by the teacher are shown in Table 4.

Table 4. Data Tabulation of Practicality of Storybooks Assessed by Teachers

No.	Code	Total Scores	Maximum Scores	Persentage
1	G1	58	60	96,67 %
2	G2	60	60	100%
			Average	**98,33**
			Category	**Very Practical**

Based on Table 4, the average teacher assessment of story books is 98.33% and is in the 81-100% interval which indicates that story books are in the very practical category. Furthermore, the testing of Balinese local wisdom illustrated story books will be tested on students who become assessment indicators, namely: interest, material, and language. The following is the result of the calculation of the practicality of the storybook data tabulation by students, which is shown in Table 5.

Table 5. Data Tabulation of Practicality Assessed by Students

No.	Code	Total Scores Obtained	Maximum Scores
1	PD1	49	60
2	PD2	60	60
3	PD3	60	60
4	PD4	60	60
5	PD5	60	60
6	PD6	60	60
7	PD7	60	60
8	PD8	59	60
9	PD9	60	60
	Persentase	**98%**	**100%**

Table 5 shows that story books are included in the very practical category. This can be seen from the average value of student assessment of story books by 98% and is in the interval of 81%-100%. Based

on the results of the teacher and student assessment of the story book, it will continue to calculate the overall average. The calculation results are presented in Table 6.

Table 6. Average Storybook User Ratings

Average Teacher Response Score	Average Student Response Score	Overall Average	Criteria
98.33%	98%	98.06%	Very practical

Based on the results of the calculations in **Table 6**, the overall average rating of storybook users is 98.06% and is in the 81%-100% interval which indicates that story books are included in very practical criteria. This shows that the content of story books includes the attractiveness and ease of the product, which is very practical to use in learning. Storybooks that have been validated by experts are tested for effectiveness with learning outcomes instruments. Student learning outcomes are measured after reading a book entitled "*Melali to Subak Abiansemal*", according to the ecosystem theme, the sub-theme of Relationships between Living Things. The story book effectiveness test was conducted on 40 fifth grade students of SD No.1 Abiansemal Dauh Yeh, the results of the instrument acquisition score. Data analysis for posttest results, calculated using the Independent T-Test through computer assistance with the IBM SPSS Statistics 25 program with a significance level of 0.05. Assumption test is carried out by normality and homogeneity test. The normality test in this study used the Kolmogorov-Smirnov and Shapiro Wilk tests which were calculated with the help of the IBM SPSS Statistics 25 program at a significance level of 0.05 (complete calculation results are attached in appendix 16 page 140). In this test the value of Sig. in the Kolmogorov-Smirnov group, the group that received the picture story book "*Melali to Subak Abiansemal*" was 0.200 and the Shapiro Wilk test was 0.255 which showed a value of more than 0.05 so it can be said that the data is normal. The homogeneity test in this study used the Levene test based on the Mean section which was calculated with the help of the IBM SPSS Statistics 25 program at a significance level of 0.05 (complete calculation results are attached in appendix 16 page 140). Value of Sig. In the Levene test, the Based on Mean section shows a value of 0.749 which is greater than 0.05. So it can be concluded that the data on the value of the gotong royong character between those who received the picture story book "*Meeli to Subak Abiansemal*" and without the story book was homogeneous.

Hypothesis Testing Using Independent T-Test Hypothesis. The decision rule, if the p-value (Sig. Value) < 0.05, then reject H0 which means that there is a difference in the average score of the mutual cooperation character value between the 2 groups. Hypothesis testing using Independent t-test assisted by the IBM SPSS Statistics 25 program at a significance level of 0.05 (complete calculation results are attached in appendix 17 page 141). Based on the results of the comparison of the 2 groups descriptively. The group of students who did not get the picture story book "*Melali to Subak Abiansemal*" as many as 40 people with an average score of 66,425 while the group of students who got the picture story book "*Melali to Subak Abiansemal*" seemed to have a higher average score of 86,625. Based on the Sig column in Levene's test for equality of Variance, it shows a value of 0.749 (more than 0.05). This means that the variance from the group that did not receive the picture story book "*Melali to Subak Abiansemal*" and those who received the picture book "*Melali to Subak Abiansemal*" was homogeneous so that the interpretation of the independent t-test results could be seen in Equal Variances assumed. The Sig (2-tailed) value of 0.000 is greater than 0.05. Based on the test hypothesis, the Sig value is less than 0.05 so Reject H0 which means there is a significant difference. So it can be concluded that there is a significant difference between the group of students who received the picture story book "*Melali to Subak Abiansemal"* has a different mutual cooperation character score with the group of students who did not get the picture story book "*Melali to Subak Abiansemal*".

Discussion

This research is a development research that produces a story book entitled "Melali to Subak Abiansemal". This storybook was developed based on learning content and local culture related to the ecosystem theme by considering various aspects of a good storybook. The teaching materials of local wisdom story books obtain very good qualifications and deserve to be applied considering to several factors. First, in making children's story book materials, both in terms of story content, language, pictures and coloring pictures. Storybooks with Balinese local wisdom are useful for improving and improving the quality of books. The use of terms in sentences is consistent, the language used is suitable for student development, sentences do not cause double meanings, it will make it easier for students to understand the material (Siwi Pawestri Apriliani & Radia, 2020; Dharma, 2019; R. T. Kurniawati, 2020). Balinese local wisdom story books present material that contains the values of the gotong royong character. An effort

that can be done to make local wisdom sustainable is through introducing the values of local wisdom through stories. Through story books with local wisdom, they can increase the knowledge of the younger generation so that they can preserve Balinese culture as local wisdom in Balinese society.

Second, the practicality aspect consists of product attractiveness, product ease of use, and product benefits. The attractiveness of the product is assessed based on the cover design, type, size, appearance, content, and material presented. Books that are stated to be interesting can be tested from the appearance, create feelings of pleasure, support learning, influence attitudes and provide motivation to learn. The suitability of the book material is related to everyday life, easy to understand, finds concepts on their own, encourages discussion, and can test understanding (A. D. Putri, 2020; Sari & Yustiana, 2021). Second, the practicality aspect consists of product attractiveness, product ease of use, and product benefits. The attractiveness of the product is assessed based on the cover design, type, size, appearance, content, and material presented. Books that are stated to be interesting can be tested from the appearance, create feelings of pleasure, support learning, influence attitudes and provide motivation to learn. The suitability of the book material is related to everyday life, easy to understand, finds concepts on their own, encourages discussion, and can test understanding (S. P Apriliani & Radia, 2020; Dharma, 2019). This finding is reinforced by the findings of previous research which states that picture story book teaching materials can help students understand the material (Dewanti & Yasmita, 2022; Q. Putri, 2021). Storybooks based on local wisdom can improve student learning outcomes (Ratnasari et al., 2018; Shufa, 2018). Based on the results of the study, the story book "*Melali to Subak Abiansemal*" has effectiveness because it is carried out by instilling local Balinese culture that is close to the students' environment. This makes it easier for students to interpret what they learn. Local Wisdom is a truth that has become a tradition, therefore as early as possible students must cultivate a sense of love for local culture and preserve it so that it is maintained (Suastra et al., 2017; D. Wijayanti & Indriyanti, 2017).

The implications of the development of the story book "*Melali to Subak Abiansemal*" on student learning outcomes can then be used as a companion to the 2013 curriculum book, especially on the Ecosystem theme, the sub-theme of relationships between living things in ecosystems in Grade V Elementary School. It is recommended for teachers to use this Balinese local wisdom picture story book to teach on the theme of ecosystems and introduce subak local cultural wisdom in grade 5 and it is also recommended to make a story book similar to this illustrated story book so that it can be used as a companion to the Curriculum book 2013. For school principals, they can take this picture story book as an example to develop other story books in their school. For other researchers to conduct further research on a larger scale in order to improve children's story books with local wisdom, develop more valid, practical, and effective children's reading materials to support learning that has an impact on students.

4. CONCLUSION

The story book "Melali to Subak Abiansemal" is included in the criteria for being very valid or feasible to be developed and very practical. This shows that the content of the storybook includes the attractiveness and ease of the product, which is very practical to use in learning. In addition, there are differences between groups of students who learn to use picture story books "Melali to Subak Abiansemal" have different mutual cooperation character scores with groups of students who do not learn to use picture story books with local Balinese wisdom.

5. REFERENCES

Ahmad, R. (2010). Memaknai Dan Mengembangkan Keberagaman Peserta Didik Melalui Pendidikan Inklusif. *Pedagogi: Jurnal Ilmu Pendidikan*, *10*(2), 70. https://doi.org/10.24036/pedagogi.v10i2.2243.

Ambarita, J. (2020). Multimedia Interaktif Berbasis Karakter Di Masa Pandemi Covid 19. *Prosiding Snitt Poltekba*, 370–380. https://jurnal.poltekba.ac.id/index.php/prosiding/article/view/1045.

Amran, A., Perkasa, M., Jasin, I., Satriawan, M., & Irwansyah, M. (2019). Model Pembelajaran Berbasis Nilai Pendidikan Karakter Untuk Generasi Indonesia Abad 21. *Lentera Pendidikan : Jurnal Ilmu Tarbiyah Dan Keguruan*, *22*(2). https://doi.org/10.24252/lp.2019v22n2i5.

Apriliani, S. P, & Radia, E. H. (2020). Pengembangan Media Pembelajaran Buku Cerita Bergambar Untuk Meningkatkan Minat Membaca Siswa Sekolah Dasar. *Jurnal Basicedu*, *4*(4), 994–1003. https://doi.org/10.31004/basicedu.v4i4.492.

Apriliani, Siwi Pawestri, & Radia, E. H. (2020). Pengembangan Media Pembelajaran Buku Cerita Bergambar Untuk Meningkatkan Minat Membaca Siswa Sekolah Dasar. *Jurnal Basicedu*, *4*(4), 994–1003. https://doi.org/10.31004/basicedu.v4i4.492.

Budiharjo, M. (2015). *Panduan Praktis Penilaian Kinerja Karyawan* (1st ed.). Jakarta : Penerbit Raih Asa Sukses.

Casriarno, A., & Nataniel, D. (2020). Dinamika Pendidikan Agama Kristen Di Tengah Wabah Corona: Sebuah Refleksi Berdasarkan Pengajaran Paulus Dalam Galatia 6:2. *Jurnal Abdiel: Khazanah Pemikiran Teologi, Pendidikan Agama Kristen, Dan Musik Gereja*, *4*(1), 25–42. https://doi.org/10.37368/ja.v4i1.135.

Dewanti, L., & Yasmita, E. M. (2022). Pengembangan Bahan Ajar Tematik Terpadu Berbasis Buku Cerita Bergambar Pada Siswa di SDN 17 Pasar Surantih Pesisir Selatan-Sumatera Barat. *Jurnal Ilmiah Hospitality*, *11*(1), 381–388. https://doi.org/10.47492/jih.v11i1.1622.

Dharma, I. M. A. (2019). Pengembangan Buku Cerita Anak Bergambar Dengan Insersi Budaya Lokal Bali Terhadap Minat Baca Dan Sikap Siswa Kelas V Sd Kurikulum 2013. *Journal for Lesson and Learning Studies*, *2*(1), 53–63. https://doi.org/10.23887/jlls.v2i1.17321.

Effendi, T. N. (2016). Budaya Gotong Royong Masyarakat Dalam Perubahan Sosial Saat Ini. *Jurnal Pemikiran Sosiologi*, *2*(1), 1. https://doi.org/10.22146/jps.v2i1.23403.

Gregory, M. N. (2000). *Teori Ekonomi Makro (Terjemahan)* (4th ed.). Jakarta : Erlangga.

Hanida, Neviyarni, & Fahrudin, F. (2019). Peningkatan Hasil Belajar Siswa Menggunakan Bahan Ajar Tematik Terpadu Berbasis Model Discovery Learning Di Kelas IV Sekolah Dasar. *Jurna Basicedu*, *3*(2), 716 – 724. https://doi.org/10.31004/basicedu.v3i2.60.

Khotimah, T., & Hilyana, F. S. (2019). Aplikasi Konversi Pada Besaran Fisika Kinematika Berbasis Android. *Jurnal Teknik Mesin, Elektro Dan Ilmu*, *10*(2), 445–452. https://doi.org/10.24176/simet.v10i2.3025.

Kormasela, D. A., Dawud, D., & Rofi'uddin, A. H. (2020). Pemanfaatan Kearifan Lokal Maluku dalam Pengembangan Bahan Ajar Menulis Teks Prosedur untuk Siswa Kelas VII. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, *5*(8), 1056–1065. https://doi.org/https://doi.org/10.17977/jptpp.v5i8.13872.

Kurniawati, D., & Mawardi. (2021). Pengembangan Instrumen Penilaian Sikap Gotong Royong dalam Pembelajaran Tematik di Sekolah Dasar. *Jurnal Ilmu Pendidikan*, *3*(3), 640–648. https://doi.org/10.31004/edukatif.v3i3.387.

Kurniawati, R. T. (2020). Pengembangan Media Buku Cerita Bergambar Untuk Meningkatkan Kemampuan Membaca Siswa Kelas 1 Sekolah Dasar. *Jurnal Pendidikan Guru Sekolah Dasar*, *7*(1), 29. https://doi.org/10.30997/dt.v7i1.2634.

Mulyani, D., Ghufron, S., Akhwani, & Kasiyun, S. (2020). Peningkatan Karakter Gotong Royong di Sekolah Dasar. *Lectura: Jurnal Pendidikan*, *11 (2)*, 225–238. https://doi.org/10.31849/lectura.v11i2.4724.

Munandar, A., Mulyadiprana, A., & Apriliya, S. (2018). Pengembangan Buku Cerita Anak Berbasis Kearifan Lokal Mendong Tasikmalaya Di Sekolah Dasar. *PEDADIDAKTIKA: Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*, *5*(2), 152–162. https://ejournal.upi.edu/index.php/pedadidaktika/article/view/7325.

Na'imah, T., Widyasari, Y., & Herdian, H. (2020). Implementasi Sekolah Ramah Anak untuk Membangun Nilai-Nilai Karakter Anak Usia Dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Din*, *4*(2), 747–756. https://doi.org/10.31004/obsesi.v4i2.283.

Nova., M. (2017). Character Education In Indonesia EFL Classroom Implementation and Obstacles. *Jurnal Pendidikan Karakter*, *7*(2). https://doi.org/10.21831/jpk.v7i2.13650.

Nur Bintari, P., & Darmawan, C. (2016). Peran Pemuda Sebagai Penerus Tradisi Sambatan Dalam Rangka Pembentukan Karakter Gotong Royong. *Jurnal Pendidikan Ilmu Sosial*, *25*(1), 57. https://doi.org/10.17509/jpis.v25i1.3670.

Nurchaili. (2010). Membentuk Karakter Siswa Melalui Keteladanan Guru. *Jurnal Pendidikan Dan Kebudayaan*, *16*(9), 233. https://doi.org/10.24832/jpnk.v16i9.515.

Pertiwi, A. D., Nurfatimah, S. A., Dewi, D. A., & Furnamasari, Y. F. (2021). Implementasi Nilai Pendidikan Karakter dalam Mata Pelajaran PKN di Sekolah Dasar. *Jurnal Basicedu*, *5*(5), 4328–4333. https://doi.org/10.31004/basicedu.v5i5.1565.

Pitana, I. G., & Diarta, I. K. S. (2009). *Pengantar Ilmu Pariwisata* (1st ed.). Yogyakarta : Andi.

Putri, A. D. (2020). Nilai Antikorupsi Dalam Buku Cerita Bergambar Peternakan Kakek Tulus dan Byur! *KEMBARA :Journal of Scientific Language Literature and Teaching*, *6*(1), 49–61. https://doi.org/10.22219/kembara.v6i1.11353.

Putri, Q. (2021). Desain Buku Cerita Anak Berbasis Nilai Kearifan Lokal Untuk Pembelajaran Teks Fiksi Siswa Kelas IV Sekolah Dasar. *Caruban: Jurnal Ilmiah Ilmu Pendidikan Dasar*, *4*(1), 20. https://doi.org/10.33603/cjiipd.v4i1.4812.

Raharjo, S. B. (2010). Pendidikan karakter sebagai upaya menciptakan akhlak mulia. *Jurnal Pendidikan Dan Kebudayaan*, *16*(3), 229–238. https://doi.org/10.24832/jpnk.v16i3.456.

Ratnasari, A., Suryana, Y., & Apriliya, S. (2018). Buku Cerita Anak berbasis Kearifan Lokal Payung Geulis Tasikmalaya untuk Siswa SD. *All Rights Reserved*, *5*(1), 274–285. https://ejournal.upi.edu/index.php/pedadidaktika/article/view/7374.

Rudyanto, H. E. (2016). Model Discovery Learning Dengan Pendekatan Saintifik Bermuatan Karakter Untuk Meningkatkan Kemampuan Berpikir Kreatif. *Premiere Educandum : Jurnal Pendidikan Dasar Dan Pembelajaran*, *4*(01), 41–48. https://doi.org/10.25273/pe.v4i01.305.

Saputro, J. D., & Murdiono, M. (2020). Implementation of Character Education through a Holistic Approach to Senior High School Students. *International Journal of Multicultural and Multireligious Understanding*, *7*(11), 460–470. https://doi.org/10.18415/ijmmu.v7i11.2146.

Sari, Y., & Yustiana, S. (2021). Efektivitas bahan ajar cerita bergambar bemuatan religius terhadap prestasi belajar siswa kelas 1 sekolah dasar. *Jurnal Ilmiah Pendidikan Dasar*, *8*(2), 175 – 185. https://doi.org/10.30659/pendas.8.2.175-185.

Shufa, N. K. F. (2018). Pembelajaran Berbasis Kearifan Lokal Di Sekolah Dasar: Sebuah Kerangka Konseptual. *INOPENDAS: Jurnal Ilmiah Kependidikan*, *1*(1), 48–53. https://doi.org/10.24176/jino.v1i1.2316.

Soehardi, S., Permatasari, D. A., & Sihite, J. (2020). Pengaruh Pandemik Covid-19 Terhadap Pendapatan Tempat Wisata dan Kinerja Karyawan Pariwisata di Jakarta. *Jurnal Kajian Ilmiah*, *1*(1), 1–14. https://doi.org/10.31599/jki.v1i1.216.

Suastra, I. W., Jatmiko, B., Ristiati, N. P., & Yasmini, L. P. B. (2017). Developing characters based on local wisdom of bali in teaching physics in senior high school. *Jurnal Pendidikan IPA Indonesia*, *6*(2), 306–312. https://doi.org/10.15294/jpii.v6i2.10681.

Sudijono, A. (2018). *Pengantar Statistik Pendidikan*. PT RajaGrafindo Persada.

Sumayana, Y. (2017). Pembelajaran Sastra Di Sekolah Dasar Berbasis Kearifan Lokal (Cerita Rakyat). *Mimbar Sekolah Dasar*, *4*(1), 21–28. https://doi.org/10.23819/mimbar-sd.v4i1.5050.

Tanto, O. D., Hapidin, H., & Supena, A. (2019). Penanaman Karakter Anak Usia Dini dalam Kesenian Tradisional Tatah Sungging. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, *3*(2), 337. https://doi.org/10.31004/obsesi.v3i2.192.

Umri, C. A., & Syah, E. F. (2021). Nilai-Nilai Budaya Dalam Cerita Rakyat Baturaden Pada Masyarakat Banyumas Sebagai Alternatif Bahan Ajar Sastra Di Sekolah Dasar. *Jurnal Pendidikan Guru Sekolah Dasar*, *4*(2), 93–100. https://doi.org/10.37150/perseda.v4i2.1261.

Utomo, E. P. (2018). Internalisasi Nilai Karakter Nasionalis dalam Pembelajaran IPS Untuk Membangun Jati Diri Ke-Indonesia-an. *SOCIA: Jurnal Ilmu-Ilmu Sosial*, *14*(2), 95–102. https://doi.org/10.21831/socia.v14i2.18626.

Wijayanti, D., & Indriyanti, P. (2017). Pendidikan Multikultural Berbasis Seni Budaya Di Sd Taman Muda Ibu Pawiyatan Yogyakarta. *SOSIOHUMANIORA: Jurnal Ilmiah Ilmu Sosial Dan Humaniora*, *2*(1). https://doi.org/10.30738/sosio.v2i1.493.

Wijayanti, P. D., & Hartati, L. (2018). Pengembangan Modul Matematika Smk Teknologi Kelas X Semester Ganjil Terintegrasi Pendidikan Karakter Bangsa. *Jurnal Penelitian Dan Pembelajaran Matematika*, *11*(2), 157–168. https://doi.org/10.30870/jppm.v11i2.3762.

Windia, W., Suamba, I. K., Sumiyati, S., & Tika, W. (2018). Sistem Subak Untuk Pengembangan Lingkungan Yang Berlandaskan Tri Hita Karana. *SOCA: Jurnal Sosial Ekonomi Pertanian*, *12*(1), 118. https://doi.org/10.24843/SOCA.2018.v12.i01.p10.

Youpika, F. (2021). Pengembangan Media Belajar Pop-Up Untuk Materi Dongeng Siswa Kelas 3 Sekolah Dasar. *Jurnal Pustaka Indonesia*, *1*(1), 56–64. https://www.siducat.org/index.php/jpi/article/view/264.

Yulianti, D., S, R., H, S., & Diana, D. (2014). Pengembangan Karakter Peduli Lingkungan Anak Usia Dini Melalui Buku Cerita Bermuatan Sains Berwawasan Konservasi. *Jurnal Penelitian Pendidikan Unnes*, *31*(1), 124422. https://doi.org/10.15294/jpp.v31i1.5681.

Zahrotissa'adah, U., & Sulistyowati, R. (2021). Pengembangan Bahan Ajar Buku Saku Perencanaan Bisnis Pada Kompetensi Dasar Menganalisis Lingkungan Pemasaran Untuk Kelas X Bdp Smkn 2 Kediri. *Jurnal Pendidikan Tata Niaga (JPTN)*, *9*(2). https://ejournal.unesa.ac.id/index.php/jptn/article/view/40550.