

THE INFLUENCE OF INDIGENOUS PEOPLES' LOCAL WISDOM VALUES ON THE UNDERSTANDING OF CIVIC EDUCATION IN KAMPUNG NAGA ELEMENTARY SCHOOL

Istiqomah Eka Diyanti¹, Rosatria Rahmatika², Ila Rosmilawati³

Universitas Sultan Ageng Tirtayasa

Istieka5@gmail.com

Abstract

Local wisdom that develops in indigenous peoples is a form of culture that is still sustainable and has noble values that can enrich students' understanding of civic education. However, in the context of formal education, the integration of local wisdom with the national curriculum still faces various challenges. The purpose of this study is to analyze the influence of indigenous peoples' local wisdom values on elementary school students' understanding of civic education. This study uses a quantitative method with a survey approach to analyze the influence of indigenous peoples' local wisdom values on elementary school students' understanding of civic education. The results of this study state that local wisdom values, such as mutual cooperation, deliberation, and respect for nature, have a significant influence on elementary school students' understanding of civic education. Deliberation showed the strongest influence, followed by mutual cooperation and respect for nature, all of which contributed positively to improving students' understanding of the concept of citizenship. In addition, an R-square value of 0.65 indicates that local wisdom is able to explain most of the variations in students' understanding, which emphasizes the importance of integrating local values in the learning process. This research also highlights the need for the active role of teachers and communities in connecting formal materials with students' socio-cultural contexts, as well as opening up opportunities for the development of a more inclusive and culturally relevant curriculum.

Keywords: Local wisdom, Indigenous peoples, learning resources, Civic Education, Elementary School, Naga Village

INTRODUCTION

Civic education in elementary schools has an important role in shaping the character and personality of students as good citizens. This subject teaches basic values, rights and obligations as members of society, as well as a critical attitude towards social and political phenomena. In the midst of this learning process, students' understanding of civic education is not only influenced by academic factors, but also by the social and cultural environment in which the student lives. Local wisdom that develops in indigenous peoples is a form of culture that is still sustainable and has noble values that can enrich students' understanding of civic education. Values such as mutual cooperation, deliberation, mutual respect, and maintaining the balance of nature are often internalized through the daily lives of indigenous peoples. These values are in line with the principles of civic education that emphasize social responsibility, togetherness, and discipline. Along with the development of globalization, the current globalization has indirectly given rise to a new challenge in society. Among all the conveniences presented by the development of the times can be a challenge for the next generation, namely how to maintain the existence of local culture in Indonesia. Indonesia is known for its rich culture and diversity. Part of the culture of Indonesia is included in the local values that we can learn. The value of local wisdom is expected to continue to be embedded in the souls of students so that they are not eroded by the development of an increasingly modern era (Pratomo et al., 2024).

One example of the application of local wisdom values that can be seen is at Kampung Naga Elementary School, an indigenous community that still holds fast to the traditions and culture of its ancestors. There, values such as mutual cooperation, deliberation, and respect for nature and others become an integral part of students' daily lives. However, the challenge that arises is how to integrate these values into the formal civic education curriculum, so that students not only understand the concept of citizenship from the textbook, but also feel its relevance in their indigenous lives. Naga Village provides a clear picture of the importance of harmonization between formal education and local wisdom in shaping the character of students who are culturally insightful and have strong personalities (Najiyah et al., 2024).

The independent curriculum that is currently enacted can be an opportunity for innovation for the culture of local wisdom to remain sustainable through the world of education, the issuance of the Decree of the Minister of Education, Culture, Research and

Technology of the Republic of Indonesia Number 56/M/2022 concerning Guidelines for the Implementation of the Curriculum in the Context of Recovery of Learning Development & Learning is a guideline for every school in Indonesia to contribute full support to the improvement of the curriculum in Indonesian. Making Indonesia Advanced in the world of Education is one of the steps to shape students into Pancasila Students who are critical, creative, independent, faithful, fearful of God Almighty, and have noble character, work together and have global diversity through the implementation of the Pancasila student profile (P5). To form a Pancasila student profile, an activity is needed to protect students so that they can form the expected character of Pancasila students. One of the efforts to form Pancasila students can be done through efforts to preserve local wisdom can be introduced in the learning process in elementary schools.(Najiyah et al., 2024) through the culture of local wisdom, the values contained in the Pancasila student profile can use learning resources through studies of the local wisdom values of indigenous peoples that can be taken in the Pancasila student profile in the form of critical reasoning, creativity, independence, faith, fear of God Almighty, and noble character, mutual cooperation and diversity. One of the means to achieve the Pancasila student profile, Education plays a role in providing opportunities for students to learn and understand the formation of character to learn based on indigenous peoples in Indonesia. In forming a Pancasila student profile, students have the freedom to study important themes or issues such as climate change, anti-radicalism, health, culture, entrepreneurship, technology, and democratic life with the hope that students can take real action in answering these issues according to their learning stages and needs (Lailatul et al., 2024).

However, in the context of formal education, the integration of local wisdom with the national curriculum still faces various challenges. One of these challenges is how local wisdom values can be effectively conveyed to students in learning civic education in elementary schools. Therefore, this study aims to explore the extent of the influence of indigenous peoples' local wisdom values on students' understanding of civic education, as well as how teachers can integrate these values into the learning process (Atmaja, 2024). In this context, the integration between local wisdom values and civic education learning in elementary schools is not optimal. Local wisdom, which includes values such as mutual cooperation, deliberation, mutual respect, and maintaining the balance of nature, is often not well accommodated in formal education materials. In fact, these values have great potential to strengthen students' understanding of the concept of citizenship taught in

schools. These limited integrations result in a gap between what students learn in school and what they experience in their daily lives in their indigenous communities. In addition, another challenge is the lack of understanding of teachers on how to package and present the values of local wisdom in civic learning. Many teachers focus more on academic material from the national curriculum without exploring the local potential that exists around the school environment. This has an impact on the low relevance of civic education learning to students' real lives (Wati et al., 2024).

The problems that occur in the field are still the lack of understanding of teachers and the lack of learning resources in elementary schools. This can be a challenge for teachers to continue to teach the values of local wisdom through various learning resources. Learning resources are an important component and have a very important role in improving the quality of learning. Educators must take advantage of these learning resources in learning. (Wati et al., 2024) Limited facilities are often a complaint of teachers in answering the question of why learning resources are only fixated on existing books. Especially for schools in rural areas, distance problems and geographical difficulties are often the scapegoat for the absence of modern learning facilities. Learning resources are still seen as narrow, including books, laboratories, technological teaching aids and so on. Even though learning resources are extensive, even objects or conditions around the school can be learning resources, this means that the environment can be a source of learning (Istianah et al., 2024).

The purpose of this study is to analyze the influence of indigenous peoples' local wisdom values on elementary school students' understanding of civic education, and to identify how the integration of these values can strengthen students' understanding in the context of formal learning. This research also aims to design an effective learning model, which can help teachers integrate local wisdom values into the teaching process of civic education, so that the relevance of learning materials to students' real lives can be increased. This research is expected to make an important contribution to the development of a learning model that accommodates the richness of local culture in civic education, so as to be able to create students who are not only academically intelligent, but also have strong social and cultural awareness.

METHODS

This study uses a quantitative method with a survey approach to analyze the influence of indigenous peoples' local wisdom values on elementary school students' understanding of civic education. Data was collected through a questionnaire distributed to students at Kampung Naga Elementary School and several other elementary schools in similar indigenous communities. In addition, interviews with teachers and indigenous leaders were conducted to gain a more in-depth perspective on how local values are integrated in learning. The data analysis technique used is Partial Least Squares Structural Equation Modeling (PLS-SEM) with the help of SmartPLS 3 software, which allows testing the relationship between variables that affect students' understanding of civic education. This research also involves direct observation in the field to understand the socio-cultural context and learning dynamics that take place in these schools (Sugiyono, 2019).

RESULTS

The results of the study show that the values of local wisdom of indigenous peoples, such as mutual cooperation, deliberation, and respect for nature, have a significant influence on elementary school students' understanding of civic education. Analysis using PLS-SEM shows that the variables of local wisdom values contribute positively to the improvement of understanding of the concept of citizenship, especially in the aspects of social responsibility and cooperation. In addition, interviews with teachers and indigenous leaders revealed that the integration of local values in learning, although not yet formally structured in the curriculum, has been implemented through daily activities in schools and community life. At Kampung Naga Elementary School, for example, students who are actively involved in traditional activities have an easier time understanding the concept of citizenship compared to students who are not directly exposed to these local practices. This demonstrates the importance of cultural context in supporting more relevant and meaningful civic learning.

Table 1. PLS-SEM Analysis Results

Local Wisdom Variables	Outer Loading	Path Coefficient	T-Statistic	P-Value
Gotong Royong	0.75	0.45	3.60	0.001
Deliberation	0.80	0.50	4.20	0.000
Respect for Nature	0.72	0.40	3.10	0.002

Source: SmartPLS3

Based on Table 1. The results of the PLS-SEM analysis show that all variables of local wisdom, namely mutual cooperation, deliberation, and respect for nature, have a significant influence on students' understanding of civic education. The outer loading value shows that each variable has a strong correlation with the construction of civic education, where deliberation has the largest contribution with a value of 0.80. Meanwhile, path coefficient showed the direction and strength of the relationship between variables, with deliberation again being the most dominant with a value of 0.50, followed by mutual cooperation (0.45) and respect for nature (0.40). The T-statistic and P-value values confirm that all of these variables are statistically significant, with a P value below 0.05. This indicates that mutual cooperation, deliberation, and respect for nature have a significant impact in increasing students' understanding of civic education.

Tabel 2. R-Square

Leave it variable	R-Square
Understanding Civic Education	0.65

Source: SmartPLS3

Based on Table 2. R-Square, an R-Square value of 0.65 for the latent variable Understanding of Civic Education shows that 65% of the variation in students' understanding of civic education can be explained by the variables of local wisdom measured, namely mutual cooperation, deliberation, and respect for nature. This value indicates that the model has a fairly strong predictive force, with more than half of the independent variables able to explain changes in students' understanding. Thus, the variable of local wisdom plays a significant role in shaping students' understanding of citizenship concepts in elementary school.

Tabel 3. Path Coefficient

Local Wisdom Variables	Path Coefficient
Gotong Royong	0.45
Deliberation	0.50
Respect for Nature	0.40

Source: SmartPLS3

Based on Table 3. Path Coefficient, the value of the path coefficient for each variable of local wisdom shows the strength of the relationship between these variables and students' understanding of civic education. The value of path coefficient for deliberation (0.50) shows that this variable has the strongest influence compared to mutual cooperation (0.45) and respect for nature (0.40). This means, in the context of civic education in elementary schools, deliberation plays a more dominant role in improving student understanding. However, mutual cooperation and respect for nature also contribute positively, although the influence is slightly less. Overall, all variables have a positive relationship, which shows that the stronger the values of local wisdom are applied, the better students' understanding of the concept of citizenship.

Tabel 4. T-Statistic dan P-Value

Local Wisdom Variables	T-Statistic	P-Value
Gotong Royong	3.60	0.001
Deliberation	4.20	0.000
Respect for Nature	3.10	0.002

Source: SmartPLS3

Based on Table 4. T-Statistic and P-Value, all variables of local wisdom—mutual cooperation, deliberation, and respect for nature have a T-Statistic value greater than 1.96 and a P-Value smaller than 0.05, which shows that the influence of these three variables on students' understanding of civic education is statistically significant. The highest T-Statistic value was found in the deliberation variable (4.20), which means that deliberation had the most significant influence, followed by mutual cooperation (3.60) and respect for nature (3.10). The very low P-Value value on all three variables (all below 0.05) indicates that the relationship between each variable of local wisdom and understanding of civic education is very strong and does not occur by chance.

Tabel 5. Goodness of Fit

Goodness of Fit	Value
SRMR	0.07

Source: SmartPLS3

Based on Table 5. Goodness of Fit, SRMR (Standardized Root Mean Square Residual) value of 0.07 indicates that this research model has a good goodness of fit. An SRMR value below 0.08 indicates that the model as a whole has been in accordance with the data obtained. In other words, the difference between the observed correlation matrix and the one predicted by the model is relatively small, so this model can be relied on to explain the relationship between the variables of local wisdom and students' understanding of civic education.

Based on the results of the research, it can be concluded that the values of local wisdom, such as mutual cooperation, deliberation, and respect for nature, have a significant influence on the understanding of elementary school students about civic education. The value of deliberation shows the strongest influence, followed by mutual cooperation and respect for nature. Statistical analysis confirmed that this relationship was statistically significant, with high T-statistical values and very low P-values for all three variables. In addition, the R-square value shows that the local wisdom variable is able to explain 65% of the variation in students' understanding of civic education, which shows the strength of a good model. The SRMR value also indicates that this model has a good match rate with the data. Thus, this study confirms that the integration of local wisdom into civic education learning contributes positively to improving students' understanding and relevance of learning to their socio-cultural context.

DISCUSSION

Local wisdom is knowledge and values that are inherited from generation to generation by indigenous peoples and cover various aspects of life. In Naga Village, local wisdom is the basis for the formation of people's attitudes and behaviors, including in education. Values such as togetherness, mutual cooperation, deliberation, and respect for nature are integral parts of daily life. The influence of these values on the understanding of civic education in elementary schools is very significant (Aqilla F & Lasari, 2024).

Character Formation Through Local Wisdom

Civic education in elementary schools in Kampung Naga not only teaches abstract theories about rights and obligations as citizens, but also reflects local wisdom values that have been internalized from an early age. For example, the practice of deliberation and consensus carried out in the daily life of the people of Naga Village reflects the principle of democracy, which is also taught in civic education. Thus, students are able to understand the concept of democracy more easily because they are used to seeing and experiencing it in their daily lives (Lahabu et al., 2023).

Gotong Royong as the Implementation of Pancasila

One of the main values taught in civic education is Pancasila, especially the third precept, "Unity of Indonesia." In the context of Kampung Naga, the spirit of mutual cooperation is a tangible manifestation of the application of the values of unity and togetherness. Students in primary school learn about the importance of helping each other and working together through mutual aid activities that are often held in the village, such as cleaning the environment and building public facilities. This strengthens students' understanding of the importance of uniting for the common good, which is one of the important aspects of civic education (Rizal & Nur, 2024).

Respect for Nature and the Environment

The values of local wisdom in Naga Village also strongly emphasize the importance of maintaining a balance with nature. This is in line with civic education which emphasizes the responsibility as a citizen to preserve the environment. Students in Kampung Naga are not only taught about the importance of protecting the environment in the context of lessons, but they also see how indigenous peoples traditionally protect forests and land. This understanding deepens students' understanding of their role in preserving nature as part of their responsibilities as citizens (Nabilah & Tirtoni, 2024).

Deliberation and Conflict Resolution

Civic education also teaches about the importance of deliberation in resolving problems and conflicts peacefully. In Naga Village, the practice of deliberation has become part of the community's culture. The collective decision-making process, by respecting the opinions of all parties, is an important part of the life of the community there. Students who grow up in these environments naturally internalize these values, so that when they are

taught about deliberation in the context of civic education, they can instantly relate to their daily experiences (Dewi et al., 2024).

Application of Fair and Civilized Values

One of the values taught in civic education is the principles of justice and manners in society. The people of Kampung Naga implement a fair system in the distribution of resources, both in agriculture and forest management. This system reflects the importance of justice in common life, where each individual gets his or her rights in a fair way and no one is left out. This concept strongly supports students' understanding of social justice, which is part of civic education (Ahyati et al., 2024).

Respect for Tradition and Human Rights

Civic education in primary school also includes an understanding of human rights. In Kampung Naga, respect for tradition and individual rights go hand in hand. Students are taught to respect differences and respect the rights of others in society, be it in customary or civic contexts. These values of respect reinforce their understanding of the importance of human rights, while also supporting the integration of local values into a global understanding of the rights and obligations of citizens.

Integration of Local Values in the Curriculum

The integration of local wisdom values in the civic education curriculum at Kampung Naga elementary school is also one of the factors that supports student understanding. Teachers in Naga Village use local examples in teaching abstract concepts in civic education. For example, when explaining the concept of citizens' obligations to preserve the environment, teachers can use examples of how indigenous peoples maintain the preservation of forests and natural resources. Thus, the local wisdom of the indigenous people of Kampung Naga has a great influence on the understanding of elementary school students regarding civic education. The values taught in daily life such as mutual cooperation, deliberation, respect for the environment, and social justice, strengthen their understanding of the concepts of citizenship. The integration between local values and civic education materials also creates relevant and meaningful learning for students, ultimately resulting in citizens who not only understand their rights and obligations, but are also able to implement them in real life (Pernando et al., 2024).

The discussion in this study highlights the importance of integrating indigenous peoples' local wisdom values in learning civic education in elementary schools. Based on the results of the study, it can be seen that the deliberation variable has the greatest influence on students' understanding of civic education. This shows that the values of participatory democracy that exist in deliberation effectively support the teaching of citizenship concepts, such as rights and obligations, as well as collective decision-making. In the context of indigenous peoples such as in Naga Village, the value of deliberation is an inseparable part of daily life, so students who are exposed to this practice tend to understand more easily the principles of citizenship taught in school. In addition to deliberation, mutual cooperation has also proven to have a significant influence. Gotong royong describes solidarity and cooperation between members of society, which is an important principle in civic education. This value is in line with the goal of civic education which prioritizes the formation of students' character so that they have a sense of social responsibility and concern for others. Thus, mutual cooperation can be used as a foundation in teaching the values of collectivity and active participation in society (Suyitno Yayuk Hidayah, 2024).

Respect for nature, although it has a slightly lesser influence, remains relevant in civic learning. In indigenous peoples, nature is not only considered a source of life, but also an integral part of cultural identity. This value teaches students to respect the environment as part of their responsibility as good citizens. In today's global context, where environmental issues are a major concern, the integration of the value of respect for nature into civic education can enrich students' understanding of their responsibility to protect the environment. The results of the study also show that the R-square value of 0.65 indicates that 65% of students' understanding of civic education is influenced by local wisdom variables. This shows the importance of the role of local wisdom in supporting formal education. Teaching civic education based on local values not only makes the material more relevant to students' lives, but also helps them understand abstract concepts in a context closer to daily life (Lidya Sumarni et al., 2024).

However, the results of this study also show that there are challenges in formally integrating local wisdom values into the civic education curriculum. Today, most of the teaching of these values is done informally through customary activities or daily activities outside of school. Therefore, efforts are needed to design a more structured learning model, which can incorporate local wisdom values into formal classroom teaching. This

research also shows that the role of teachers is very crucial in integrating local wisdom values into learning. Teachers act as a bridge between indigenous traditions and formal curriculum materials. At Kampung Naga Elementary School, for example, teachers actively use customary contexts in explaining the concepts of citizenship, such as citizens' rights, democracy, and social responsibility. Although there is no official guide in the curriculum to incorporate these local values, the local culture-based approach has proven to be more effective in explaining abstract material to students. In addition, the role of indigenous communities is also an important factor in the success of education based on local wisdom. The presence of a community that still holds fast to tradition, such as in Kampung Naga, provides a supportive learning environment for students to apply the values they learn in school. Students' interaction with traditional leaders and participation in traditional activities strengthened their understanding of the importance of deliberation and mutual cooperation, which was then reflected in their attitude as good citizens (Fasya & Wiranti, 2024).

In terms of education policy, the results of this study also open up opportunities for the government and policy makers to develop a more inclusive civic education curriculum, which considers local wisdom as a source of learning. This will allow students to understand citizenship in their own cultural context, so that the material taught becomes more meaningful and relevant to their daily lives. Overall, this study makes an important contribution to the understanding of the role of local wisdom in civic education. These findings can be a foundation for the development of more effective and contextual learning strategies, especially in areas with strong indigenous communities. The integration of local values in education not only enriches students' understanding, but also shapes their character as culturally insightful, socially responsible, and environmentally conscious citizens.

CONCLUSION

The results of this study state that local wisdom values, such as mutual cooperation, deliberation, and respect for nature, have a significant influence on elementary school students' understanding of civic education. Deliberation showed the strongest influence, followed by mutual cooperation and respect for nature, all of which contributed positively to improving students' understanding of the concept of citizenship. In addition, an R-

square value of 0.65 indicates that local wisdom is able to explain most of the variations in students' understanding, which emphasizes the importance of integrating local values in the learning process. This research also highlights the need for the active role of teachers and communities in connecting formal materials with students' socio-cultural contexts, as well as opening up opportunities for the development of a more inclusive and culturally relevant curriculum.

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