The Development of Student Worksheets Based on Jember Local Wisdom for Reading and Viewing Narrative Text Skills in Grade IV Students

Fikriyyah Tasyah Nabilah[1]✉, Suhartiningsih[2], Arik Aguk Wardoyo[3]
Elementary Education Study Program, Universitas Jember[1,2,3]
E-mail: 200210204220@mail.unej.ac.id[1], suhartiningsih@mail.unej.ac.id[2], arikaguk.fkip@unej.ac.id[3]

Abstrak

Penerapan Kurikulum Merdeka saat ini menjadikan banyak perubahan pada pendidikan di Indonesia, namun terdapat banyak sekali tantangan yang dihadapi dalam meningkatkan kualitas pembelajaran, terutama oleh guru untuk mengembangkan bahan ajar. Penelitian pengembangan ini bertujuan untuk membantu guru dalam memaksimalkan pembelajaran pada materi memaknai kosakata melalui LKPD berbasis kearifan lokal untuk keterampilan membaca dan memirsa teks narasi yang valid dan efektif untuk digunakan. Metode yang digunakan pada penelitian pengembangan ini adalah model (*Research and Development)* oleh Borg dan Gall. Pengumpulan data dilakukan melalui wawancara, validasi produk, angket respon, dan lembar tes hasil belajar. LKPD yang dikembangkan dapat dinyatakan valid berdasarkan nilai dari validator ahli media, bahasa dan materi, yang mencapai nilai 82,11 yang merupakan kategori sangat valid. Efektivitas dari LKPD menunjukkan hasil yang dapat dinyatakan efektif. Peningkatan yang dicapai oleh peserta didik pada dari *pre-test* hingga *post-test* yakni dari 27,27% meningkat hingga mencapai 59,09% ketuntasan.
Kata Kunci: kearifan lokal, membaca, memirsa, teks narasi

Abstract

The current implementation of the Independent Curriculum has made many changes in education in Indonesia, but there are many challenges faced in improving the quality of learning, especially by teachers to develop teaching materials. This development research aims to assist teachers in maximizing learning vocabulary interpretation materials through LKPD based on local wisdom for reading skills and viewing narrative texts that are valid and effective to use. The method used in this development research is a model (Research and Development) by Borg and Gall. Data collection was carried out through interviews, product validation, response questionnaires, and learning outcome test sheets. The LKPD developed can be declared valid based on the score of the media, language, and material expert validators, which reaches a score of 82.11, which is a very valid category. The effectiveness of the LKPD shows results that can be declared effective. The increase achieved by students from pre-test to post-test, namely from 27.27% increased to reach 59.09% completeness.
Keywords: local wisdom, reading, viewing, narrative text

INTRODUCTION

The Independent Curriculum has the concept of independence in its application, namely the freedom for education implementers to develop, compile, and implement the curriculum based on the needs and potential of students (Rahmadayanti & Hartoyo, 2022).The current implementation of the Merdeka curriculum has made many changes in education in Indonesia. Through theories and research results on curriculum design, as well as various kinds of good practices from literature reviews and discussions with curriculum experts that have been carried out, there are many challenges faced in improving the quality of education, especially by educators or teachers, one of which is making improvements in developing teaching materials that are applied to learning. One of the teaching materials that can be used by teachers and students is the student worksheet or LKPD (Susilawati, 2022).

In the learning outcomes of Phase B, the elements of reading and viewing are (1) students can understand information and messages related to daily life, children's poetry, and narrative texts, in the form of electronic and print, (2) students can read new words according to the pattern of letter combinations fluently, (3) students can determine the main ideas and supporting ideas in informative texts, (4) students can explain the events experienced by the story characters in the narrative text, (5) students can interpret new vocabulary in the text they read or the impression they read (Mustadi et al., 2022). Based on these learning outcomes, students are expected to be able to speak well about interesting things in the surrounding environment. The learning objectives contained in this LKPD are in accordance with the student book, namely in Chapter 6 "Satu Titik" which contains the learning objectives of reading and viewing elements. In the learning chapter, students are focused on being able to identify new vocabulary in a text (Nukman et al., n.d.)

Local wisdom that is in the lives of indigenous peoples or several groups in Indonesia contains the noble values of the nation's culture as the original identity of a society but nowadays, the values of local wisdom are often abandoned by modern society (Pulungan et al., 2020). Local wisdom is knowledge or part of the development of the ethics of a region that needs to be used as part of the educational content to uphold the nation's character (Arianty et al., 2021). The values contained in local wisdom can be ordained as a guideline for life because they are considered to have dignity and benefits in people's lives (Kurniasari et al., 2022). The existence of local wisdom makes the development of learning more meaningful and quality. The value of local wisdom developed in learning leads to good values that can be realized in daily life in a civilized society.

Jember Regency is located in the province of East Java, Indonesia. Based on its geographical location, the Jember area is surrounded by mountains that extend on the northern and eastern boundaries. Pandhalungan culture is a culture that extends in the Jember, Situbondo, Probolinggo, and Lumajang areas. In the status of local cultural studies, it is commonly referred to as an area with the term "tapal kuda" (Zamroni, 2021). The people of Jember are the people of Pandhalungan, so their art performances have a combination of Javanese and Madurese cultural nuances. The local wisdom that has grown in the Jember community until now that is contained in the LKPD developed is Can Macanan Kadduk, Tari Padumbe, and Larung Sesaji.

Reading is a thinking process that aims for a person to get information, so that the more a person reads, the more knowledge is obtained (Sari & Putri, 2022). Through good and correct reading activities, it is hoped that readers can get the essence of the reading that has been read and get something from the reading activities they do(Alpian & Yatri, 2022). The same thing was also conveyed, namely reading comprehension based on a combination of cognitive style, language knowledge, and reading experience (Tristiantari & Sumantri, 2016).

Viewer skills are new skills developed in Indonesian language learning with the Independent Curriculum. Viewership skills are not only about watching or seeing but involve the ability to convey the meaning of the content of the media displayed (Prabawaningtyas & Purnanto, 2023). There is also an opinion that the visualization of information and concepts can make it easier for students to understand the material

better (Wahyuningsih & Purnanto, 2023). In line with this opinion, there is also another opinion that in order to improve reading comprehension, it is necessary to provide appropriate types of texts, along with visual or auditory aids, as well as taking into account a person's age and reading ability (Kim et al., 2023).

Based on interviews at SDN Sumbersari 03 Jember, it is known that grade IV has implemented the Merdeka Curriculum, but there has been no use of Student Worksheets (LKPD) because the main teaching materials used so far are books provided by the school, for example, LKS and package books in printed form. The important purpose of making LKPD is to make it easier for students to understand the material, encourage understanding, and increase independence. LKPD, with the content of local wisdom, has the goal of providing convenience for students in learning, as well as increasing insight related to local regional culture. Therefore, LKPD based on local wisdom needs to be developed as a support for learning activities.

The relevant previous research is research by Saputri et al. (2022) The LKPD was developed for grade IV elementary school students to be declared valid for use. Another relevant research is the research that has been carried out by Apreasta et al. (2023) which stated that the E-LKPD learning process is effective in its use by students of SDN 147/VIII Bogo Rejo in the process of learning activities. There is also one of the results of research conducted by Nurmanda, et al. (2017) shows that teachers and students need electronic LKPD short story texts with local cultural bases that are suitable for use in the learning process. There are also other studies that are relevant to this development research, one of which is research by Nurhayati et al. (2022), with the results of the study showing that LKPD is feasible and practical in its use and effective in improving thinking skills. The LKPD development research that has been carried out by Isnaini et al. (2023) which resulted in the Thematic LKPD for grade IV theme 7 subtheme 1 shows that the LKPD is categorized as valid and practical, so it is suitable for use to help teachers and students, and can support the thematic learning process.

The development of LKPD with the content of local wisdom is applied so that students can get to know local wisdom in the area where they live in depth so that the culture from outside that grows in their environment does not shift the existence of existing local wisdom (Finali et al., 2023). The introduction of local wisdom to students can be realized through the development of LKPD as a teaching material for grade IV students, especially in Indonesian subjects on reading and viewing skills. Local wisdom is introduced to students through narrative texts in LKPD, which are packaged in language that is easy for students to understand. The narrative text presented at the LKPD contains the moral values and local wisdom of Jember. Therefore, the purpose of developing LKPD based on local wisdom through narrative texts is that students can understand the content of the text as well as have insights related to local wisdom in their area, according to the theme of that chapter.

METHOD

The data collection method is crucial in research the method is a method or strategy applied by the researcher for his research purposes (Sudaryono, 2016). The type of research conducted is a type of development research that refers to the Research and Development model by Borg and Gall. Development research is a research to create a product and test its effectiveness. Research carried out in the field of education does not always prioritize product development but also gains new knowledge about fundamental phenomena and practices in education (Winarni, 2021).

This development research of LKPD is based on the local wisdom of Jember for reading and viewing narrative texts in grade IV. The material developed is vocabulary mastery material which is one of the skills of reading and viewing based on the requirements of the Merdeka Curriculum in Indonesian subjects in Phase B. Local wisdom that is contained aims to be able to realize meaningful learning in accordance with the theme in

chapter VI "Satu Titik" which is expected to provide benefits for students, namely adding a sense of love and pride in Indonesian nature, gratitude to God for the gift of beautiful nature, having the awareness to protect nature and culture, and appreciating cultural differences.

The topics raised in the LKPD are developed based on the environment in which students live. The narrative text presented in the LKPD is adjusted to local wisdom supported by illustrations to facilitate understanding and provide attraction to readers. Reading materials in narrative texts are prepared using Indonesian in accordance with language rules and using vocabulary available in KBBI (Great Indonesian Dictionary), which aims to improve vocabulary mastery in students. To determine the validity, effectiveness, and practicality of the product, this study uses a table of criteria based on Masyhud (2021).

Experts and practitioners can validate research instrument products by experts and practitioners through an application to experienced experts to assess the instrument products that have been prepared. The score obtained from the validator needs to be substituted to a scale of 100, which is calculated using the following formula:

$$Valpro = \frac{srt}{smt} x\ 100$$

Information:

Valpro = Product validity

Srt   = Real score achieved

Smt   = Maximum score achieved

Table 1. Product Eligibility Validation Criteria

Criteria	Product Eligibility Categories
81,00 – 100	Very suitable
61,00 – 80,99	Suitable
41,00 – 60,99	Quite suitable
21,00 – 40,99	Low suitable
0,00 – 20,99	Very low suitable

Source: Masyhud, 2021

Tabel 2. Criteria for the Effectiveness of Learning Outcomes

Results of Relative Effectiveness Test	Effectiveness Categories
81,00% – 100%	Very high effectiveness
61,00% – 80,99 %	High effectiveness
41,00% – 60,99%	Medium effectiveness
21,00% – 40,99%	Low effectiveness
0,00% – 20,99%	Very low effectiveness

Source: Masyhud, 2021

Table 3. Student Response Criteria

Criteria	Categories Practicality
81,00 – 100	Very good
61,00 – 80,99	Good
41,00 – 60,99	Quite good
21,00 – 40,99	Not good
0,00 – 20,99	Very not good

Source: Masyhud, 2021

RESULT AND DISCUSSION

The research carried out aims to determine the effectiveness of the product, so it is necessary to go through 8 stages, namely only up to the effectiveness trial stage. The following is an explanation of the 8 steps carried out in this study. The product development carried out is a Student Worksheet or LKPD based on Jember local wisdom, which contains narrative texts related to Jember local wisdom. The LKPD development process uses the LKPD teaching material development design, which refers to the Borg and Gall model, namely through research and development (R&D) with several stages, namely as follows: (1) preliminary research (2) product development planning (3) early design development (4) design validation (5) early product revision (6) product trials (7) product revision (8) effectiveness test (9) mass and final products, and (10) product dissemination and implementation (Masyhud, 2021). This research only goes through 8 stages, which aim to determine the effectiveness of the use of the LKPD developed.

Table 4. Description of Product Development Stages

No.	Stage	Instrument	Description
1.	Preliminary Research	Interview and observation	Interview and observation with classroom teacher
2.	Product Development Planning	-	Creating a plan or an outline for the product contents
3.	Early Design Development	-	Designing product's components using the Canva application
4.	Design Validation	Validation assessment sheets	Validation with media expert, language expert, and subject expert
5.	Early Product Revision	-	Product revision based on validation
6.	Product Trials	Observation and questionner	Field trial with 15 students
7.	Product Revision	-	Product revision based on field trial
8.	Effectiveness Test	Observation and questionner	Field trial with 22 students to determine its validity, effectiveness, and practically

At the preliminary research stage, the 3P (Paper, Person, and Place) approach is carried out. The stages that have been carried out with this approach method are (1) the paper approach stage, which is the stage to analyze reading in the form of books used by students in learning Indonesian; (2) the person approach stage, which is the stage of approaching with resource persons to find out the problem in depth; (3) The stage of the place approach is the stage of approaching the research site to find out the supporting facilities and infrastructure available in the school.

Some of the information that has been obtained from this approach method can be used as a reference in developing LKPD based on local wisdom for reading and viewing skills. The initial product design design is

used to facilitate the preparation of the product to be developed. The following is a table of initial product design designs that describe the overall related information of the LKPD developed.

Table 5. Initial Product Design

No.	Product Parts	Information
1.	Cover	The front of the product contains the title, illustration, logo of the University of Jember, author's name, grade level, student personal data, and subject chapters.
2.	Foreword	Contains a preface in the form of a thank you, the purpose of the product developed, and a request for input for criticism and suggestions.
3.	Table of Contents	Contains details of the list of content components along with the page.
4.	Learning Concept Map	Mapping of materials, learning achievements and objectives.
5.	LKPD Usage Instructions	Contains the steps for using LKPD.
6.	Contents	Contains narrative text, supporting illustrations, and assignments for students.
7.	Bibliography	Contains a list of reference sources used to develop LKPD.

The product development planning stage needs to analyze the product development objectives, the relationship of the material with the local wisdom of Jember, the achievements and learning objectives in the Indonesian Phase B subject in grade IV.

Products resulting from the LKPD preparation process need to carry out product design validation stages carried out by experts and practitioners. Expert validators who are willing to provide product assessments, namely Mr. Kendid Mahmudi, S.Pd., M.PFis. is a media validation expert, Mrs. Chandra Ayu Proborini, S.Pd, M.Pd. as a language validation expert, and Mrs. Sovi Andriani, S.Pd. who is a teacher of grade IV C SD Negeri Sumbersari 03 Jember as a material expert. The validation assessment was carried out rationally regarding the validity and effectiveness of the LKPD developed by the researcher. Product design validation is carried out by filling out a validation sheet containing an assessment scale. The results of product validation in the form of LKPD based on Jember's local wisdom for reading and viewing narrative text skills are as follows.

Table 6. The Result of Product Validation

No.	Validation	Score
1.	Media	33,5
2.	Language	24,5
3.	Material	20
	TOTAL	**78**

The validation results are calculated using the valpro formula to determine the level of validity or feasibility of the product, which is as follows:

$$Valpro = \frac{srt}{smt} x\ 100$$
$$= \frac{78}{95} x\ 100$$
$$= 82.11$$

The result of product validation in the form of LKPD carried out with the validators was 82,11, which is a very feasible category based on the table of product eligibility criteria.

The feasibility of the LKPD developed requires the aspirations of its users, namely students. Once the feasibility status of the LKPD has been validated, it is necessary to conduct a small-scale use trial involving 15 students. Student responses can be obtained from the distribution of questionnaires. The results of the questionnaire need to be analyzed related to ease of understanding, use of language, presentation of illustrations, attractive appearances, and other aspects that are considered crucial.
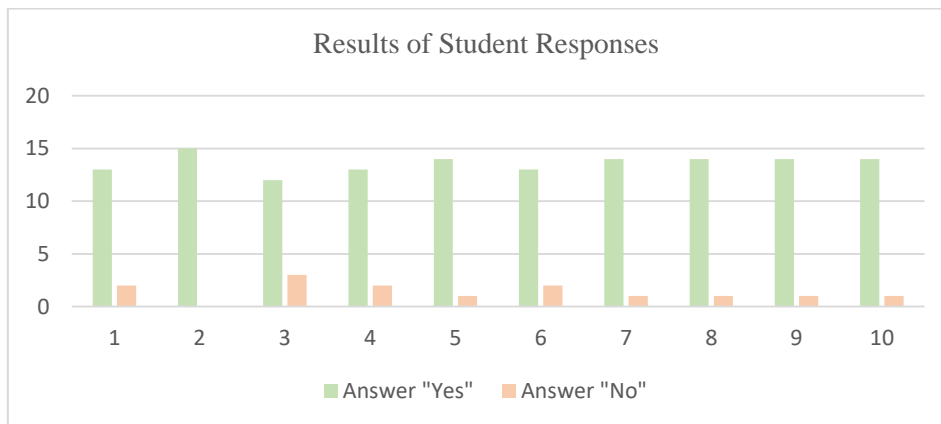
Picture 1. Results of Student Responses

The total of the calculations can be done using the following formula:

$$Sas = \left(\frac{st}{smt} \; x \; 100\right)$$
$$Sas = \left(\frac{136}{150} \; x \; 100\right)$$
$$Sas = 90,67$$

The trial results show a score of 90.67, which is in the range of 81.00 – 100 based on the table of product effectiveness criteria, so it can be declared very effective and can be used.

The effectiveness of the product is measured through a learning outcome test, so the question item instrument needs to be validated before being tested. The validation of the test instrument also aims to determine the feasibility of using questions as a tool to measure product effectiveness. There are two validators who are willing to validate the test instrument, Mrs. Dyah Ayu Puspitaningrum, S.E., M. Si. as a lecturer at the University of Jember and Mrs. Sovi Andriani, S.Pd., who is a teacher of grade IV C SD Negeri Sumbersari 03 Jember. The analysis of the results of the feasibility validation of the test instrument obtained reached 86.6, so it is included in the very feasible category in the value range of 81.00 – 100 based on the table of product feasibility validation criteria.

The effectiveness test was carried out by providing a pre-test to students in grade IV C SDN Sumbersari 03 for the 2024/2025 school year totaling 28 students. Product trials were carried out twice as many as two learning meetings. After the learning process, students conducted a post-test with a total of 10 multiple-choice questions. The implementation of pre-test and post-test aims to determine the completeness of students' learning outcomes as a reference related to the effectiveness of the LKPD developed.

The pre-test was implemented by 26 students who attended out of a total of 28 students in class IV C for the 2024/2025 school year at SD Negeri Sumbersari 03 Jember. The following are the results of the pre-

test with the comparison of KKM used at SD Negeri Sumbersari 03 Jember, which is 75 in the Indonesian subject Phase B, along with information input in the form of a diagram.
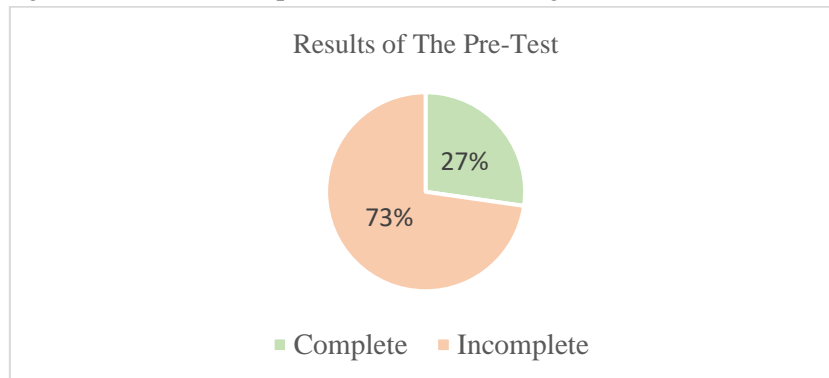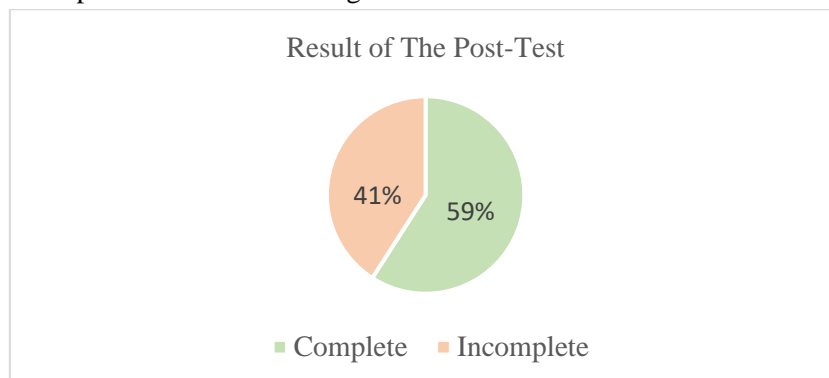

Picture 2. Results of The Pre-Test

The pre-test results obtained by students need to be analyzed to determine the level of completeness of students using the following formula.

$$K = \frac{JT}{JS} x\ 100\%$$
$$= \frac{6}{22} x\ 100\%$$
$$= 27{,}27\%$$

At the post-test implementation stage, there were only 23 students who attended out of a total of 28 students in class IV C SD Negeri Sumbersari 03 Jember. The following are the results of the post-test with the comparison of KKM used at SD Negeri Sumbersari 03 Jember, namely 75 in the Indonesian subject Phase B along with information input in the form of a diagram.

Picture 3. Result of The Post-Test

The post-test results obtained by students need to be analyzed to determine the level of completeness of students using the following formula.

$$K = \frac{JT}{JS} x\ 100\%$$
$$= \frac{13}{22} x\ 100\%$$
$$= 59{,}09\%$$

In the implementation of pre-test, post-test and learning activities, there were only 22 students who were present to take part in a series of activities. There were 6 out of 22 students who did not participate in the activity as a whole, so their pre-test results could not be used to measure the effectiveness of the product.

The results obtained from the pre-test and post-test implementation show an increase in students' learning outcomes after learning by using LKPD based on Jember's local wisdom for reading skills and viewing narrative texts. The effectiveness of the product can be analyzed through the results of the completeness of the learning outcomes; this is supported by relevant research by (Apreasta et al., 2023) and (Saputri et al., 2022). In the acquisition of student learning outcomes through pre-test and post-test, it was found that there was an increase in learning outcomes of 31.82%, namely from the completeness of the pre-test from 27.27% completeness increased to reach 59.09% completeness in the post-test, the results obtained show that the LKPD developed can be declared effective in improving learning outcomes with the medium effectiveness category based on the table of learning outcome effectiveness criteria.

Based on the overall process that has been implemented, the results of the development of LKPD based on Jember's local wisdom for reading skills and viewing narrative texts can be declared valid and effective in helping students improve learning outcomes.

CONCLUSION

The results obtained from the data analysis conducted on the research on the development of LKPD Based on Jember Local Wisdom for Reading Skills and Reading Class IV Narrative Texts were obtained from the research that has been carried out, showing that the validity of the LKPD developed can be declared valid. The LKPD developed obtained results from validators of media, language, and material experts; the value obtained reached 82.11, which is a very valid category. The implementation of pre-test, post-test, and student response questionnaires intends to determine the effectiveness of the LKPD developed. The effectiveness of the Jember Local Wisdom-Based LKPD for Reading and Viewing Skills of Class IV Narrative Texts in Indonesian learning shows results that can be declared effective. The increase achieved by students from pre-test to post-test was from 27.27% to 59.09% completeness. The results of the development of LKPD can be declared valid and effective in helping students improve learning outcomes and adding insight related to local wisdom.

BIBLIOGRAPHY

Alpian, V. S., & Yatri, I. (2022). Analisis Kemampuan Membaca Pemahaman pada Siswa Sekolah Dasar. *EDUKATIF : JURNAL ILMU PENDIDIKAN*, *4*(4), 5573–5581. https://doi.org/10.31004/edukatif.v4i4.3298

Apreasta, L., Darniyanti, Y., & Sapira, B. (n.d.). *PENGEMBANGAN E-LKPD MATA PELAJARAN BAHASA INDONESIA PADA ELEMEN MEMBACA DAN MEMIRSA DALAM KURIKULUM MERDEKA DI KELAS IV SEKOLAH DASAR.*

Arianty, R., Restian, A., & Mukhlishina, I. (2021). PENGEMBANGAN LKPD BERBASIS KEARIFAN LOKAL KECAMATAN LAWANG-MALANG PADA SISWA KELAS 5 SD. *JURNAL PENDIDIKAN DASAR PERKHASA: Jurnal Penelitian Pendidikan Dasar*, *7*(1), 1–12. https://doi.org/10.31932/jpdp.v7i1.1053

Finali, Z. , Suhartiningsih, S. , & Firmansyah, W. (2023). *PENGEMBANGAN LKPD BERBASIS ANDROID BERMUATAN KEARIFAN LOKAL TEMA INDAHNYA KERAGAMAN DI NEGERIKU KELAS IV SD.* *17*. https://doi.org/10.19184/jpe.v17i2.43340

Kim, W. J., Yoon, S. R., Nam, S., Lee, Y., & Yim, D. (2023). The Impact of Reading Modalities and Text Types on Reading in School-Age Children: An Eye-Tracking Study. *Applied Sciences (Switzerland)*, *13*(19). https://doi.org/10.3390/app131910802

Kurniasari, D. V. A. , Suhartiningsih, S. , & Finali, Z. (2022). PENGEMBANGAN BAHAN AJAR BAHASA INDONESIA BERBASIS MAJALAH ANAK DENGAN NILAI KEARIFAN LOKAL JEMBER TEMA 7 SUBTEMA 2 PADA SISWA KELAS IV SD. *Wahana Sekolah Dasar*, *30*(1), 40–49.

Masyhud, M. S. (2021). *Metode Penelitian Pendidikan, Penuntun Teori dan Praktik Penelitian Bagi Calon Guru, Guru, dan Praktisi Pendidikan*. Lembaga Pengembangan Manajemen dan Profesi Kependidikan.

Mustadi, A. , Dwidarti, F. , Ariestina, H. , Elitasari, H. T. , Darusuprapti, F. , Asip, M. , & Ibda, H. (2022). *BAHASA DAN SASTRA INDONESIA SD BERORIENTASI KURIKULUM MERDEKA*. https://www.researchgate.net/publication/363753024

Nukman, E. Y., Setyowati, C. E., Pendidikan, K., Teknologi Badan Penelitian, D., Pengembangan, D., Perbukuan, D., & Kurikulum, P. (n.d.). *Buku Panduan Guru Bahasa Indonesia Lihat Sekitar SD KELAS IV*.

Nurhayati, A., Suprijono, A., & Yani, M. T. (2022). *Pengembangan Lembar Kerja Peserta Didik (LKPD) Berbasis Nilai Kearifan Lokal Motif Batik Bojonegoro untuk Meningkatkan Kemampuan Berpikir Kritis Siswa SD*. *6*. https://doi.org/10.31004/basicedu.v6i5.3986

Prabawaningtyas, I., & Purnanto, A. W. (2023). Analisis Model Pembelajaran Memirsa Di Kelas 4 SD Muhammadiyah Borobudur. *JIKAP PGSD: Jurnal Ilmiah Ilmu Kependidikan*, *7*(3).

Pulungan, M., Usman, N., Amilia, V. S., & Harini, B. (2020). *LKPD Pada Pembelajaran Tematik K13*.

Rahmadayanti, D., & Hartoyo, A. (2022). Potret Kurikulum Merdeka, Wujud Merdeka Belajar di Sekolah Dasar. *Jurnal Basicedu*, *6*(4), 7174–7187. https://doi.org/10.31004/basicedu.v6i4.3431

Saputri, L., Destiniar, D., & Murjainah, M. (2022). Pengembangan LKPD Berbasis Kearifan Lokal dengan Pendekatan PMRI untuk Siswa Kelas IV Sekolah Dasar. *Jurnal Cendekia : Jurnal Pendidikan Matematika*, *6*(3), 2949–2961. https://doi.org/10.31004/cendekia.v6i3.1664

Sari, E. , & Putri, F. N. A. (2022). *PENINGKATAN MEMBACA PEMAHAMAN PADA TEKS NARASI MELALUI MEDIA WORDWALL*. https://doi.org/10.32682/sastranesia.v10i4.2851

Sudaryono, S. (2016). *Metode Penelitian Pendidikan*. Kencana.

Susilawati, W. O. (2022). Pengembangan Lembar Kerja Peserta Didik (LKPD) Berbasis Contextual Teaching and Learning (CTL) di Sekolah Dasar. *EDUKATIF : JURNAL ILMU PENDIDIKAN*, *4*(3), 4922–4938. https://doi.org/10.31004/edukatif.v4i3.2909

Tristiantari, N. K. D. , & Sumantri, I. M. (2016). *MODEL PEMBELAJARAN COOPERATIF INTEGRATED READING COMPOSITION BERPOLA LESSON STUDY MENINGKATKAN KETERAMPILAN MEMBACA DAN MENULIS* (Vol. 5, Issue 2).

Wahyuningsih, Y., & Purnanto, A. W. (2023). Analysis the "Memirsa" Skill Learning Model for Primary School Students. *Edunesia : Jurnal Ilmiah Pendidikan*, *5*(1), 156–171. https://doi.org/10.51276/edu.v5i1.606

Winarni, E. W. (2021). Teori dan Praktik Penelitian Kuantitatif, KualitatIf, PTK, R & D. In *Teori dan Praktik Penelitian Kuantitatif, KualitatIf, PTK, R & D* (p. 249).

Zamroni, M. (2021). *Tradisi Pandhalungan, Nilai Nusantara, dan Pertalian Kebudayaan di Masyarakat Jember*.