



DEVELOPMENT OF LOCAL WISDOM-BASED CIVICS MODULES TO IMPROVE LEARNING OUTCOMES OF CLASS IV STUDENTS AT SD NEGERI 106206 SIDODADI

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Abstract

This study aims to describe the validity, feasibility, and effectiveness of the PPKn PPKn module based on local wisdom to improve student learning outcomes on the beauty of diversity in my country. This research is research & development. While the research design used is ADDIE research. The subject of the research was one teacher for class IV and 20 students for class IV, and three expert validators. Data were collected using questionnaires, tests, and interviews. Based on the material expert validation results, an average score of 84% was obtained, then the design expert validation obtained an average score of 91%, and the linguist validation obtained an average score of 88%. When viewed from the number of three expert validators obtained an average score of 87.66%, with the module category very feasible to use. In comparison, the results of the student response questionnaire based on small group trials and field trials obtained an average score of 85%, with an excellent category. In assessing student learning outcomes, the researchers gave pre-test and post-test questions. From the pre-test and post-test, results from This can be seen from the pre-test results getting an average of 46.66 and the post-test results getting an average of 86.66%. Based on the n-gain score assessment criteria, the effectiveness of the PPKn module based on local wisdom obtained a value of 0.74 which means it is in the range of $0.70 < g_s \leq 1.00$, which is classified in the high category. This shows

that the Civics module based on local wisdom effectively improves student learning outcomes.

Keywords: *PPKn module, based on local wisdom, learning outcomes*

A. Introduction

Education is an effort to prepare human resources to face a life that is constantly evolving from time to time. According to Trianto (2011:1), education that can support future development is education that can develop students' potential so that those concerned can face and solve life problems they face. In-Law Number 20 of 2003 concerning the National Education System, Article 3 it is written that National Education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God. God Almighty is noble, healthy, knowledgeable, capable, creative, independent, and becomes democratic and responsible citizens. Everyone needs education; with education, a person can face every change that occurs in his life and can compete globally. Teachers have a great responsibility to deliver students to become citizens following Pancasila and the 1945 Constitution.

Elementary school education is a stage of education that students will first enter. Students will be provided with introductory provisions in materials that introduce life habits that occur. The success of the learning process can be achieved with the accuracy of choosing the teaching materials used in the learning process. One alternative that teachers can use to assist the learning process is teaching materials in modules. The module used can be designed by the educator himself. Prastowo

(2012:106) explains that "modules are teaching materials that are structured in such a way by using language that is easy to understand according to the age of the students so that they can learn on their own with minimal guidance from the educator." According to Anwar (2010:10) "learning modules are teaching materials that are arranged systematically and attractively which includes material content, methods and evaluates independently to achieve the expected competencies. The learning process not only understands the material theoretically but also the material studied is developed based on the community's environment. As stated in Permendiknas Number 22 of 2006 concerning Content Standards for Primary and Secondary Education Units, "every educational unit can offer learning according to the interests and talents of students, as well as local potential, cultural environment, economic conditions, and regional needs with competency standards. Moreover, self-developed basic competencies so that the learning process is more meaningful".

Efforts to introduce and preserve local wisdom can be made by presenting it through the learning process by inserting these values into subjects. Pancasila and Citizenship Education, or abbreviated PPKn, is one of the subjects given at the elementary school level. In-Law Number 20 of 2003 Article 37 paragraph (1) Citizenship Education is intended to shape students into human beings who have a sense of nationality and love for the homeland. Soemantri (in Ismail and Hartati, 2020:6-7) states that Civics learning is an effort made to provide students with knowledge and abilities regarding the basic relationship between citizens and the state and primary education in defending the state forms of defense efforts. State as mandated in the 1945 Constitution and also Pancasila. Winarno (2014: 36) states that the purpose of the Civics subject is to form students into human beings who have a sense of nationality and love for the

homeland that is imbued with the values of Pancasila, the 1945 Constitution of the Republic of Indonesia, the spirit of Bhineka Tunggal Ika, and the commitment of the Unitary State of the Republic of Indonesia. Indonesia. Civics material has ideas and concepts that are arranged hierarchically, so they must be delivered according to the stages that have been arranged in the curriculum.

The stages in the Civics Education material are aimed at building students' thinking concepts by presenting the values of local wisdom to shape students into human beings who have a sense of nationality and love for the homeland imbued with the values of Pancasila. According to Atmodjo (1986:37), "local wisdom is the ability to absorb the foreign culture that comes selectively, meaning that it is adapted to the local atmosphere and conditions." This ability is very relevant to the learning objectives of Civics, mainly because students gain knowledge and skills that are following their cultural characteristics without being affected by globalization so that Civics material is meaningful for students' daily lives.

The fact is that there are still many schools that carry out the learning process only using books provided by the government, such as textbooks (packaged books). According to Yunita (2014:363), "the learning process that only uses textbooks and library books is incomplete because the teaching materials do not follow students' characteristics and are not associated with the contextual conditions in which the students are located. Eddy (2014: 64) says that the development of Civics education in Indonesia to date, both at the conceptual and practical levels, has fundamental paradigmatic weaknesses.

Based on the results of observations of fourth-grade teachers at SD Negeri 106206 Sidodadi Teluk Mengkudu District Even semester of June 2019/2020 academic year, especially on PPK material, several cases

were found, such as: (1) There is no PPKn module based on local wisdom as a reference for student learning resources, to make learning easier independently and solve their problems. (2) The K-13 book used does not support the learning process because the content of the material presented has not touched the daily life situations of students so that Civics learning is abstract, not concrete.

In addition to observations of teachers, an analysis of the K-13 textbook was found, some shortcomings were found in the book, such as the concept of Civics and the examples were not yet contextual so that students did not know what potential their region had, and the material did not support learning. 70% book about areas far from students' environment (Papua, Bali, and Jakarta).

While the results of interviews with several students in grade IV SD N 106206 Sidodadi Teluk Mengkudu District obtained the fact that students do not yet know the values of local wisdom that exist in North Sumatra, especially in Serdang Bedagai district such as (1) students do not yet know the potential that exists owned by their area such as the islands in their area, namely the island of idols, (2) students do not know the traditional dance from Serdang Bedagai, namely the Serampang 12 dance, (3) some students answered that the specific language of Serdang Bedagai is Javanese, but there is no who answered in Malay. (4) in terms of the ethnicity of the Serdang Bedagai region, the students in question did not know at all; even when students were asked about the results of the Serdang Bedagai district, they did not know at all.

Serdang Bedagai Regency is a division of Deli Serdang Regency. According to Regional Regulation No. 3 of 2006, 7 January 2004 has been set as the anniversary of Serdang Bedagai district. At the time of formation, Serdang Bedagai Regency consisted of 11 sub-districts and [1004]

subsequent developments based on Perda No. 6 of 2006 and Regional Regulation No. 10. In 2006 dated 17 October 2006, Serdang Bedagai Regency was divided into 17 sub-districts with 237 villages and 6 sub-districts. Serdang Bedagai Regency has various regional potentials, including tourism potential, agriculture sector, plantation and forestry sector, fishery and marine sector, micro and medium business sector. Apart from the various regional potentials, Serdang Bedagai also has various ethnic groups and regional languages such as ethnic Batak, Javanese, Malay, Chinese, Arabic, Balinese, and other ethnic groups. The typical Serdang Bedagai tribe is a Malay tribe called coastal Malay, where the Serdang Bedagai area is located in the sea area with various tourist attractions in the form of beaches.

Using the PPKn module based on Serdang Bedagai's local wisdom helps students understand the contents of the Civics material easily because the concept of the material in it follows the stages of development of the characteristics of students and is decomposed contextually. The use of local wisdom has been widely studied by previous researchers including, the results of Nadlir's research in the journal (2014: 300-330) with the title Urgency of Local Wisdom-Based Learning suggests that local wisdom needs to be integrated into teaching materials because it clearly describes the uniqueness of the content of the material and the environment of students. Ulfi's research results in a thesis (2016: 124-149) with the title Development of Islamic-Based Thematic Teaching Materials & Local Wisdom stated that the product development generally obtained a feasible decision.

From some of the research above, it can be concluded that local wisdom can be used as a learning resource in schools designed in learning modules. The local wisdom-based module development model used in

this study is the Research and Development (R & D) ADDIE model. The reasons for choosing the ADDIE development model are: (1) it is preceded by a field study and a literature review of the product to be developed so that it can be seen the importance and usefulness of developing the local kerifal module is. (2) the stages of research are detailed so that it is easy to follow the flow and make it easier to conduct research. (3) there is a revision stage so that the quality of product manufacture is excellent

B. Method

This type of research is R&D (research and development) research. The development stage in this research refers to the EDDIE development model. According to Pribadi (2009:125), the ADDIE model is "the basic stages of designing a simple and easy-to-learn learning system, and this model provides an extension of the ADDIE stage into a more detailed procedural guide, namely: analyze, design, development, implementation, and evaluation." In line with Personal opinion, Cheung (2016:4) states that ADDIE is an easy model to use and can be applied in a curriculum that teaches knowledge, skills, or attitudes. In addition, according to Mulyatiningsih (2011: 5), "the ADDIE model is a model that is considered more rational and more complete than other models."

Therefore, this model can be used for various forms of product development such as models, learning strategies, learning methods, media, and teaching materials.

The research was conducted in the fourth grade of elementary school 106206 Sidodadi Teluk Mengkudu District. The research period starts in May-June 2021. In this research, we go through several steps to develop the product. The place chosen for the research process is adjusted to the needs.

The subjects in the study were four expert validators (material experts, learning experts, language experts, and media experts), teachers, and class students. IV SD Negeri 106206 Sidodadi Teluk Mengkudu District. 9 people learners take class IVA for small group tests and 3 for individual trials with varying abilities, gender, and intelligence levels. In contrast, class IV B is 20 people as a sample for field trials taken by total sampling. The object of this research is the development of learning tools, namely the PPKn module, based on local wisdom.

C. Finding and Discussion

The research and development model used in this research is R&D (research and development) research developed through the ADDIE development stage. This type of ADDIE development has five stages that have been adjusted, namely: (1) conducting analysis, namely needs analysis, curriculum analysis, and character analysis of students; (2) Design, namely designing the preparation of the product; (3) development, namely material validation, language validation, and learning design validation; (4) Implementation, namely small group trials, and field trials; (5) Evaluation is the final stage of looking at the validity, feasibility, and effectiveness through the value of a questionnaire from a validator expert, a teacher assessment questionnaire, a student response questionnaire, and an increase in student learning outcomes on PPKn content with the material The Beauty of Diversity in My Country.

In the early stages of research, they start from a needs analysis to the research location. The first thing to do is a field survey and a needs analysis to see the obstacles and opportunities that occur during teaching and learning activities. Based on the needs analysis, it can be concluded that teachers and students need the PPKn module as teaching materials

that can support students' learning process. This can be seen from the results of the analysis of the needs for the Civics module based on local wisdom, and it can be concluded that all respondents (100%) stated that they needed the Civics module based on local wisdom as teaching materials and additional learning resources. The data from the needs analysis can be seen in appendix 1. The problem data that becomes the obstacle is that so far, the daily KBM process is not effective, where the teacher only uses one source such as the K-13 book whose material content is not following the circumstances and needs of local students, resulting in less than the optimal achievement of learning objectives. The lack of learning modules is due to limited teaching materials or learning resources available in schools. However, presenting modules as additional teaching materials will greatly help improve students' knowledge abilities and learning outcomes because the modules are presented in simple language and are easily understood by students. The lack of learning modules is due to limited teaching materials or learning resources available in schools. However, presenting modules as additional teaching materials will greatly help improve students' knowledge abilities and learning outcomes because the modules are presented in simple language and are easily understood by students. The lack of learning modules is due to limited teaching materials or learning resources available in schools. However, presenting modules as additional teaching materials will significantly help improve students' knowledge abilities and learning outcomes because the modules are presented in simple language and are easily understood by students.

In the curriculum analysis, it was found that in the K-13 book, which was used as a guide, students had followed the curriculum following K-13, where the curriculum had KI and KD, which discussed the diversity of [1008]

ethnic groups and religions in Indonesia in general, but in the K-13 book has not described material that discusses the diversity of ethnic groups and religions in the Serdang Bedagai Regency area and needs to be developed by implementing the values of local wisdom.

Meanwhile, students' character analysis stated that students needed textbooks whose contents were close to everyday life to make it easier to understand the Civics material. This can be seen from several problems faced by students, where students have difficulty learning about the material on the diversity of islands in Indonesia; this is because students do not get complete PPKn material from the K-13 package book, in Book K-13, the content of the Civics material used has not been able to stimulate the imagination of students because the explanation of the material is not following the environment where students live as in the material "Preventing the Extinction of Regional Languages in Indonesia" in book K-13 only discusses regional languages Papua, Javanese, and others. Students do not know the potential of their regions, such as regional income Serdang Bedagai Regency, tourist attractions, and islands in the area.

The results of data analysis obtained from experts, namely material experts, design experts, and linguists, and the results of assessments or teacher response questionnaires as qualitative data, were converted into quantitative data. The scoring is adjusted according to the Likert scale assessment. To make it clearer, the complete calculation of the feasibility of the PPKn module based on local wisdom can be seen in the appendices of the module feasibility.

The feasibility of the PPKn module based on local wisdom can be determined through a validity test from experts where every expert lecturer and class IV teacher gives an assessment of each indicator in the

questionnaire. The questionnaire used is a quantitative descriptive questionnaire expressed in the distribution of scores and categories of rating scales. There are three parts to the Civics module that will be validated: material, design, and language. In the following, each validated section will be detailed.

Based on the validation from the material expert, it can be seen the validity of the stage I through the aspects of content, presentation, language, appearance and has components of the quality of learning materials, learning delivery systems, quality of learning strategies, and quality of display. The percentage of module validity obtained reaches 73% with valid criteria. Based on the criteria of validity/feasibility, revisions or improvements need to be made according to suggestions and input from material experts. At the initial stage, the material validator suggested "improve the aspects of the content of the material which in each section of the discussion emphasizes the values of local wisdom of Serdang Bedagai so that it has characteristics that distinguish it from other modules." Then on the linguistic aspect, the validator suggested that "using a simpler language according to the characteristics of students so that it is easy to understand." Meanwhile, on the display aspect of the module, the validator suggested to "add some examples of images based on local wisdom to attract the attention of students to read the module." In addition, the suggestion from the validator is "before starting the discussion, it is better to give an introduction so that the module is more communicative, and still includes clear sources for any information taken from Google."

After improving the validity of the initial stage, the stage II validity assessment is carried out by material experts on the same aspects, components, and indicators. Validity in stage II has an average of 84%

with very valid criteria. After discussing with the material experts, all the contents of the local wisdom-based Civics module were revised based on the input and suggestions of the validator.

Furthermore, the module was validated by learning design experts, namely the validation of phase I on the physical, content, and visual aspects, which had a percentage of validity reaching 81% with valid and appropriate criteria for use. The validator suggests improving several indicators on the module, such as "enlarging the size of the images on the cover design section to make the module look more attractive, reducing the size of the module from A4 to B5, and providing information on each image". Meanwhile, in the second stage, expert validation of the learning design of the Civics Education module based on local wisdom obtained a score of 91% with very valid criteria and deserved to be tested. The validator also suggests "coloring the part of the paper according to the characteristics of the students."

Likewise, with the validation of linguists, it is known that the validity of stage I on aspects of language use, aspects of language determination, and aspects of the suitability of students' development has a percentage of validity reaching 72% with valid criteria but still needs improvement. The validator also suggests "pay attention to the correct use of EYD in sentence structures." While in stage II, the validation carried out by linguists on the product of the Civics module based on local wisdom obtained an assessment result of up to 88% with very valid criteria and worthy of being tested; besides that, the validator also suggested to "simplify the sentences in the text of the evaluation section to make it easier for participants" learn to understand it."

Furthermore, an assessment of the product of the Civics module based on local wisdom was carried out by the fourth-grade teacher at SD

Negeri 106206 Sidodadi. In the first stage, the results of the module assessment based on aspects of content, presentation, appearance, and language reached 78% with valid criteria. After repairing the PPKn module based on local wisdom according to the suggestions and inputs in a year I, then a phase II assessment was carried out, in which the results of the assessment reached 86% with very valid criteria and deserved to be tested on students.

In addition to assessing expert lecturers and fourth-grade teachers, an assessment of the Civics module based on local wisdom was also carried out on fourth-grade students of SD Negeri 106206 Sidodadi. This assessment is carried out in two stages: the small group test and the field test. The average assessment of student response questionnaires in the Civics module based on local wisdom reaches 85% with very valid criteria and is suitable for use in the teaching and learning process.

Based on the assessments given by the validator experts and also the assessments given by the classroom teacher to the local wisdom-based Civics module developed as well as suggestions and inputs given by material experts, design experts, linguists, classroom teachers, and student response questionnaires, it can be concluded that the Civics Education module based on local wisdom is declared valid and feasible to be tested on students in the learning process.

The findings of this study are supported by several studies including Warringin-Angin, RBB, (2017:12) in the journal of social science education stating that the results of product validation from experts, namely material experts, textbook experts, and Indonesian language experts, have an average the average percentage is 91.44% with a correct product category. The results of the validation of the PPKn textbooks based on local wisdom indicate that the textbooks are very suitable for use by

[1012]

students majoring in Civics at Unimed because the local wisdom in the PPKn textbooks has been adapted to the culture and characteristics of the local environment so that the material can be applied in skills. Citizenship (civic skills).

Furthermore, judging from the product's effectiveness obtained from the observation of civic skills competence when applying local wisdom-based civics products in the form of civics textbooks, which is 31, 35% with a high or effective improvement category. Even the results of the percentage of students (= 3.13%) who did not experience an increase in civic skills competence after applying the product developed in this study twice (local wisdom-based Civics learning in the form of PPKn textbooks), and as many as 62 of 64 students (=96,88%) experienced an increase in civic skill competence. Therefore, it can be concluded that Civics learning in the form of Civics Education textbooks can effectively improve the civic skill competencies of students majoring in Civics at Unimed.

Then the effectiveness of the PPKn module is based on local wisdom in terms of learning outcomes in the form of pre-test and post-test by looking at the increase in gain scores and student response questionnaire sheets. The effectiveness of the PPKn module is measured by analyzing learning outcomes tests in the form of pre-test and post-test. Before using the module, students were given a pre-test sheet containing 5 questions at the beginning of the learning activity. From the results of pre-test data analysis, students have a very low percentage of learning outcomes with an average of 38%. This can be seen from the school KKM on PPKn content, 65. After learning activities using local wisdom-based PPKn are completed, a post-test is given to determine student learning outcomes.

Based on the KKM of the school on the PPKn content, which is 65, it

can be seen that the learning outcomes of students have reached the minimum completeness criteria. This is supported by research conducted by Nurjanah et al. (2019, vol.12 no.2,362-373), which states that all validation results of the Citizenship Education module based on local wisdom of Riau Malay culture were carried out by material experts, media experts, and education practitioners. It can be concluded that the learning module is very valid and can be tested on students at SMA Negeri 1 Kuntodarussalam. This can be seen from the average result of the three validators of 89.96%, with a very valid category.

Furthermore, when viewed from the results of individual, small group, and field trials, it can be seen as follows: the results of individual trials of 3 students with varying intelligence have an average value of 3.2 with a good category, while small group trials have an average score of 3.2. the percentage score is 3.23 in the good category, and field trials also have a score of 3.1 in the good category. If it is seen from comparing student learning outcomes before using the module, namely 2.1 good categories, it can be concluded that the Citizenship Education module based on local wisdom can improve student learning outcomes.

Therefore, researchers have succeeded in developing a Civic Education learning module on the Pancasila Democracy System material, which collaborated with Riau Malay Cultural Local Wisdom Values. This learning module has been assessed as valid and effective when tested on students, and the increase can see in student learning outcomes on the material.

Ade and Affandi's research (2016) concludes that: the development of civic skills contained in the culture and values of local wisdom in the Talang Mamak tribal community goes in a natural, natural, spontaneous way. The culture of the Talang Mamak tribe follows the cycle of human

life, including birth, marriage, livelihood, treatment, and death. In this cultural process, there are values of local wisdom of the Talang Mamak community regarding customs, land use, inheritance law, the position of sons and daughters, marriage ceremonies, use of plants, and guidelines for daily behavior. Fajarini's findings (2014:123) conclude that his research aims to explore and preserve various elements of local wisdom, traditions, and local institutions, including useful norms and customs, and function effectively in character education. In addition, Fajarini also believes that local wisdom can be eternal if it is implemented in everyday life so that it can respond and respond to changing times.

Based on the description above, it can be concluded that learning is very important to be associated with local wisdom. This is because local wisdom makes knowledge itself useful for the surrounding environment. Therefore, developing the Civics module based on local wisdom can improve student learning outcomes. Thus, the civics module based on local wisdom that has been developed has proven to be very effective and can improve student learning outcomes in civics learning.

At the evaluation stage, it can be concluded that the validation results from experts on the PPKn module based on local wisdom have an average value of 87.66% with a very valid category; this indicates that the module can be said to be valid. Meanwhile, based on the questionnaire responses of students through small group trials and field groups, the average result was 85%, with the excellent category and very feasible to be tested. Likewise, student learning outcomes from small group trials and field group trials have an average value of 86.63% with a very effective category, and this shows that the PPKn module based on local wisdom is very effectively used to improve student learning outcomes. The KKM value determined by the school is 65%.

D. Conclusion

Based on the explanation of the results of the research data and discussion and the findings after using the teaching materials for the Civics module based on local wisdom, several conclusions were obtained, which became the answers to the questions posed in the problem formulation. The conclusions are as follows:

1. The feasibility of developing a PPKn module product based on local wisdom based on expert validation has a high level of validity. Based on the research results, criticism, and suggestions from material experts, the percentage of validity reaches 84%, linguists get the percentage of validity reaches 88%, design experts get the percentage of validity reaches 91%. When viewed from the three validators, the average value reached 87.66%. Based on the data from the validation results, the product of the PPKn module based on local wisdom that was developed entered the very valid criteria and deserved to be tested on students.
2. Based on the student response questionnaire results, it can be concluded that the small group trial had an average score of 83%, while the field trial had an average score of 87%. When taken, the average number of the two trials has an average of 85%, with a correct category. Therefore, students strongly agree with the PPKn module based on local wisdom if used in the learning process.
3. The effectiveness of the PPKn module product based on local wisdom based on the post-test in small group trials has an average of 86.66%, while in field trials, it has an average of 87%. When viewed from the average results of the two trials, the average value is 86.83%. Based on these data, the development of civics module

products based on local wisdom can be said to be very effectively used in Civics learning on the material for the beauty of diversity in my country.

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