



Journal of Elementary Education (JELEDUC)

Volume 3 (1) 51-61, June 2026

E-ISSN: 3063-5330 (Online)

DOI: 10.38040/jeleduc.v3i1.1538

The article is published with Open Access at: <https://jurnal.umla.ac.id/index.php/JELEDUC/index>

Development of IPAS Student Worksheets Featuring Local Wisdom from South Kalimantan for Fifth-Grade Elementary School Students

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ABSTRACT

Learning activities at SDN Pulau Kerasian currently tend to be teacher-centered and have not fully facilitated the active involvement of students in their learning process. This results in students getting less opportunities to be active such as discussing, one of the main factors causing this lack of integration is the unavailability of media and teaching materials at the school and the teacher's limited time. Therefore, researchers developed teaching materials in the form of LKPD based on local wisdom, the purpose of this study was to describe and determine the level of validity, practicality and attractiveness of LKPD based on local wisdom. The research method used is Research and Development (R&D) with a 4-D development model (Define, Design, Development, Disseminate). Data were collected through validation sheets by experts (media expert lecturers, material expert lecturers, and class teachers as language experts) as well as teacher response questionnaires and 27 students of SDN Pulau Kerasian, then analyzed quantitatively and qualitatively. The results of the study showed that the local wisdom-based science worksheet (LKPD) was declared "Very Valid" with a media validity percentage of 92.67%, material 82%, and language 86.67%. This product was also categorized as "Very Practical" based on a score of 100% from teachers, and "Very Interesting" with an average score of 91.18% from students. It can be concluded that this LKPD is very suitable for use as a learning resource to increase the active involvement and learning motivation of elementary school students.

Keywords: Worksheet, IPAS, Local Wisdom

Received: 25 June 2026

Revised: 27 June 2026

Accepted: 29 June 2026

Published: 30 June 2026

Citation:

Fitria et al., (2026). Developing Worksheet IPAS Based Local Wisdom South Kalimantan for Grade V Elementary Schools. JELEDUC: *Journal of Elementary Education* 3(2), 51-61. 10.38040/jeleduc.v3i1.1538

INTRODUCTION

Education is the primary means for developing students' full potential and mindset. In the Independent Curriculum, Natural and Social Sciences (IPAS) subjects in elementary schools are designed using a transdisciplinary approach to develop scientific, critical, and solution-oriented thinking skills from an early age. Given that elementary school students are typically in the concrete-operational thinking phase, strengthening scientific literacy must be carried out through exploration-based, inquiry-based, and problem-solving learning so that students gain direct experience and are able to reflect on phenomena in their surroundings. In accordance with Minister of Education and Culture Regulation No. 22 of 2016, lesson plans must take into account the characteristics and environment of students. Teachers are expected to integrate local wisdom values to make learning more meaningful and applicable. In IPAS learning, the ideal Student Worksheet (LKPD) functions not only as practice sheets but also as teaching materials that facilitate students' active, contextual, and independent learning. The development of this material must be strictly aligned with applicable graduation competency standards (Muhlis et al., 2024). A good Student Worksheet (LKPD) should be designed according to student characteristics, include systematic activities, and link learning materials to the students' real-life environments and experiences. Integrating local wisdom, such as values, traditions, and local knowledge into teaching materials in the form of Student Worksheets (LKPD), has been proven effective in increasing students' learning interest and conceptual understanding because the material presented is more relevant to their real lives (Herayani, 2024).

However, the reality on the ground shows a gap. Based on an interview on May 23, 2026, with a fifth-grade teacher at SDN Pulau Kerasian, the science learning process is still teacher-centered. Learning is dominated by conventional lecture methods and assignments involving copying material from the blackboard, thus positioning students as passive listeners and minimizing higher-order thinking skills. This obstacle is exacerbated by the limited availability of innovative teaching materials and teachers' limited time to develop independent student worksheets (LKPD) that integrate local values. To overcome these challenges, local wisdom offers great potential as a rich, authentic, and relevant learning resource. Local wisdom is the crystallization of life views, values, knowledge, and life management strategies passed down from generation to generation by communities to adapt to their natural environment. The material presented is closer to their real lives. Ideally, a good LKPD should function as a transformative instructional guide based on Problem-Based Learning, not simply a collection of questions. This LKPD ideally integrates local wisdom as the main stimulus to bridge abstract science concepts, so that it can boost high-level thinking skills (HOTS) while fostering students' pride in their culture.

These ideal conditions must also be aligned with child-friendly visual design and language readability appropriate to the development of elementary school students. Although theoretically and regulatory, the integration of local wisdom has a high urgency, the contrasting gap (*das sein* and *das sollen*) is still commonly found in elementary education units. Based on the results of an in-depth interview conducted on May 23, 2026, with a 5th-grade teacher at SDN Pulau Kerasian, data was found that the science learning process at the school is still dominated by a conventional teacher-centered approach. Teachers mostly rely on oral lecture methods, while students are positioned as passive listeners. In terms of evaluation and assignments, instructional activities are still limited to teacher instructions asking students to copy material from the board into their notebooks. This mechanistic pattern minimizes or even closes off space for students to engage in higher-order thinking skills (HOTS), such as analysis, evaluation, or creation. Objective conditions at SDN Pulau Kerasian indicate a lack of optimal facilitation for active student involvement in constructing their own knowledge. Objective conditions at SDN Pulau Kerasian indicate a lack of optimal facilitation for active student involvement in constructing their own knowledge, so that learning still tends to be teacher-centered. This condition is in line with the findings of Fitriyah & Wardani (2022) who showed that science learning in elementary schools is still dominated by conventional methods and does not optimally utilize contextual teaching materials based on local wisdom. On the other hand, Asmaryadi et al. (2025) proved that the development of student worksheets based on local wisdom can increase active involvement and understanding of

concepts, thus becoming an alternative solution to these problems. Furthermore, instilling character and civic literacy through instructional media based on local culture is an important bridge to improving the quality of elementary education outcomes (Pranata & Syamsijulianto, 2025). Based on the needs analysis in the field, the school is in dire need of simple learning media or interactive contextual teaching materials to encourage active student participation. The main factors behind this lack of innovation are the limited time, references, and efforts required by teachers to independently design innovative and interesting LKPD.

Based on the real-life challenges at SDN Pulau Kerasian, a gap is evident between learning expectations, which require the use of contextual, locally-based teaching materials, and the actual situation in the field, which is still dominated by conventional teaching materials. This situation indicates that students have not yet received an optimal learning experience in connecting science and natural sciences material with their local environment and culture. Therefore, there is an urgent need to develop student worksheets (LKPD) that explicitly integrate the values of South Kalimantan's local wisdom. South Kalimantan Province itself is known for its rich traditions, arts, maritime culture, and unique local knowledge, which have great potential to be utilized as learning resources in elementary schools.

Through this development research, the local potential of South Kalimantan is explored, analyzed, and integrated into the Student Worksheet (LKPD) as a contextual learning resource for elementary school students. LKPD based on local wisdom has the advantage of being able to provide learning experiences close to students' real lives, increase active involvement in the learning process, and help students understand science and natural science concepts more meaningfully through concrete examples from their surroundings. In addition, this LKPD also encourages students to better understand and appreciate their own regional culture so that learning is not only oriented towards cognitive aspects, but also on character building and cultural identity. This is in line with research by Fitriyah & Wardani (2022) which states that local wisdom-based teaching materials can increase the relevance and understanding of students towards learning materials, and is supported by research by Asmaryadi et al. (2025)) which shows that local wisdom-based LKPD can increase students' active involvement and conceptual understanding in science and natural science learning in elementary schools.

This development research is directed to produce a LKPD product based on South Kalimantan local wisdom that meets the criteria of being valid, practical, and interesting, and is specifically designed to stimulate independent learning in fifth grade elementary school students. The results of this research not only aim to provide a ready-to-use product to overcome learning stagnation at SDN Pulau Kerasian, but also to provide scientific contributions in the form of empirical evidence regarding the effectiveness of utilizing local culture-based teaching materials in increasing motivation, interactive engagement, and understanding of science concepts actively and sustainably.

METHODS

This study used a research and development (R&D) method aimed at producing effective and practical Student Worksheets (LKPD) for the science subject in elementary schools. The development model used was the Four-D model, which consists of four stages: Define, Design, Develop, and Disseminate (Haviz et al., 2013). This model was chosen because the procedure is systematic, easy to understand, and allows for repeated revisions at each stage so that the resulting product can be more valid and practical (Arkadiantika et al., 2020). In line with this opinion, Sugiyono stated that research and development is a research method used to produce certain products and test the feasibility of these products so that they can be used effectively in the learning process. The development of innovative teaching media on an independent class scale has proven to be the best alternative solution to the limitations of supporting teaching tools experienced by teachers (Adrian et al., 2025).

Research Procedures

This study uses the Research and Development (R&D) method with the Four-D development model which includes the define, design, development, and disseminate stages (Thiagarajan,

1974). The study was conducted at SDN Pulau Kerasian with research subjects consisting of 27 fifth-grade students and one fifth-grade teacher. At the define stage, needs analysis, student characteristics analysis, curriculum analysis, and analysis of learning conditions carried out by teachers at the school were carried out. The design stage was carried out by designing LKPD based on South Kalimantan local wisdom which included the preparation of learning objectives, materials, activities based on Problem Based Learning, and the integration of local wisdom values that were appropriate to the characteristics of students. The development stage aimed to produce LKPD products that were validated by three experts, namely science material experts, learning media experts, and language experts, then revisions were made based on the validators' suggestions and tested through teacher and student response questionnaires to determine the level of practicality and attractiveness of the product. The disseminate stage was carried out on a limited basis at SDN Pulau Kerasian to see the application of the product in the school environment. The data collection instruments used included interview sheets, expert validation sheets, teacher response questionnaires, and student response questionnaires. The data analysis technique used qualitative and quantitative analysis, where qualitative data were obtained from the results of interviews, comments, and validator suggestions, while quantitative data were obtained from validity, practicality, and attractiveness assessment scores which were then analyzed using the percentage formula according to Damayanti et al (2018) to determine the product feasibility category.

RESULTS

The results of this LKPD research and development are described based on the stages that have been implemented, with a focus on testing the quality of the product qualitatively and quantitatively. Since this research focuses on feasibility testing, the data presented include the results of expert validation, the results of student response questionnaires to measure the level of interest, and the results of teacher assessments to measure practicality aspects. This section explains in detail each evaluation and revision activity carried out to perfect the developed product. The results of the research on the development of Student Worksheets (LKPD) using a problem-based learning approach to study the material of Science in Chapter 7 My Region My Pride. This LKPD was created using the 4-D development methodology designed by (Haviz, et al. 2013). This 4-D development process consists of four main steps, namely Define, Design, Development, and Disseminate (Thiagarajan, 1974). The following are the results of the four stages of development in this research:

1. Define (Definition)

This stage consists of four main steps, namely initial to final analysis, student analysis, task analysis, and concept analysis. The details of the activities are as follows:

a. Analysis from start to finish

Based on initial observations and interviews with the fifth-grade homeroom teacher, Liswa Damayanti, S.Pd., at SDN Pulau Kerasian, it was discovered that the science learning process in fifth-grade students at SDN Pulau Kerasian still relies heavily on general, national-scale textbooks. Material on natural resources and local history is often only discussed briefly without any supporting learning resources that connect students with their surroundings.

b. Learner Analysis

There are 2 main points observed at SDN Pulau Kerasian, namely as follows:

1. The academic abilities of students are in a fairly diverse range, for example, students who are able to understand the surrounding environment in a concrete way, such as the names of plants, the geographical location of islands,

or the jobs of local people, there are also students who still have difficulty when the teacher asks them to move up to a higher level of thinking, such as connecting natural phenomena with history.

2. The learning motivation of fifth grade students at SDN Pulau Kerasian tends to show a positive learning response if the material presented is directly related to their lives and is presented with a prominent visual display.

c. Task Analysis

At this stage, it is carried out by detailing the skills that must be mastered by students with Learning Outcomes (CP) in the independent curriculum. In the context of the material "My Region, My Pride", the tasks compiled in the LKPD include students' abilities in identifying historical relics in the South Kalimantan region, analyzing the influence of geographical conditions on the livelihoods of local communities, and presenting the results of observations regarding local wisdom independently or in groups.

- d. At this stage, the main concepts that will be included in the LKPD material are identified, detailed, and compiled. The IPAS material in Chapter 7 "My Region, My Pride" is broken down into key sub-concepts that are relevant to the South Kalimantan location and specifically focused on the Kerasian Island area.

2. Design

This stage is the design phase of the student worksheet (LKPD) that will be developed. The LKPD is created using the Canva application, which includes the cover, title, materials, user instructions, reading materials, systematic PBL projects, and questionnaire development.

3. Development

At this stage, the researcher developed the product according to the design that had been prepared, resulting in a worksheet based on South Kalimantan local wisdom on the fifth grade elementary school science (IPAS) material. The product developed includes a cover, instructions for use, learning objectives, contextual materials based on the environment and local wisdom of South Kalimantan, as well as Problem Based Learning (PBL)-based activities. Before being used, this product was validated by three experts, namely an IPAS material expert, a learning media expert, and a language expert, each of whom has a background of expertise in their field. The material expert focused on the suitability of the content to the IPAS learning outcomes, the media expert assessed the design, appearance, and visual feasibility aspects of the worksheet, while the language expert assessed the use of language, readability, and clarity of instructions. Based on the validation results, practicality, and attractiveness of the product, the research data are presented in the following table.



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Table 1. Results of the validator's assessment of local wisdom-based LKPD

Expert Criteria	Validation Score	Percentage %	description
Material expert 1	39	86	Very Valid
Material expert 2	36	80	Valid
Material expert 3	36	80	Valid
Average	111	82%	Very Valid
Media expert 1	49	98	Very Valid
Media expert 2	43	86	Very Valid
Media expert 3	47	94	Very Valid
Average	139	92,67%	Very Valid
Linguist 1	18	90	Very Valid
Linguist 2	19	95	Very Valid
Linguist 3	15	75	Very Valid
Average	52	86,67%	Very Valid

Table 2. Teacher Response Assessment Results

Name Response	Score	Percentage %	Description
Liswa Damayanti,S,Pd	50	100	Very practical

Table 3. Results of student response assessment

No	Assesment componen	Result
1	Number of student	27 students
2	Total score	1.231
3	Average percentage	91,18%
4	criteria	Very interesting

4. Disseminate

This stage was carried out through limited distribution to schools. The development product of the Student Worksheet (LKPD) based on Problem Based Learning Chapter 7 "My Region, My Pride" for Grade V Elementary Schools/Islamic Elementary Schools was distributed at SDN Pulau Kerasian.

DISCUSSION

Based on the results of the validity test that has been conducted, the local wisdom-based Student Worksheet (LKPD) which shows a very high level of validity according to experts so it is suitable for use in the learning process. LKPD Based on Local Wisdom is a learning resource using the PBL method that links to the Local Wisdom of Kalimantan, this product is designed to create a fun and effective learning experience in introducing the local wisdom of South Kalimantan to students. This development model uses Four-D which has 4 stages, namely: analysis, design, development, and dissemination (Thiagarajan, 1974). According to Subagja (2022), teachers are required to present engaging learning to increase student learning motivation. One strategy is through the development of Student Worksheets (LKPD) based on local wisdom that are designed in an attractive and practical way, thus facilitating accessibility and use for both students and educators. To determine the level of product feasibility, this development research uses a validation instrument to ensure the accuracy of material and media measurements by experts. In line with the thinking of Hidayati & Fauziah (2023), this

instrument is crucial for producing a valid product. Furthermore, practicality was assessed through a teacher response questionnaire, while the product's attractiveness was measured based on the results of a student response questionnaire.

Student and teacher responses demonstrated a high level of acceptance of the local wisdom-based worksheets from both teachers and students. Educators found the instrument very easy to use due to its practical design for both in-school and independent learning. Meanwhile, students were attracted to the unique usage method and collaborative activity scheme offered. The integration of South Kalimantan local wisdom material into the worksheets is not only effective as a learning resource but also plays a strategic role in fostering teamwork and instilling an understanding of regional culture from an early age.

1. **Validity Level of Local Wisdom-Based LKPD Media in 5th Grade Science Learning with the Material My Region My Pride**

The validity level of this local wisdom-based LKPD was determined through expert assessments including science and science material experts, learning media experts, and language experts using a validation questionnaire instrument. The validation process was carried out to ensure that the developed product met the eligibility standards in terms of content, design, and language aspects before being used in learning. A series of testing and revision stages were carried out based on input from the validators to produce a product suitable for use in the classroom. In general, the developed LKPD has demonstrated good quality, both in terms of the suitability of the material to learning outcomes, the attractiveness of the design, and the clarity of the language used, so that it can help students understand the material more easily and contextually. Measurement of cognitive competency combined with understanding of essential contextual concepts was explained by Sya'adah et al (2025) to diagnose the absorption capacity of elementary school students.

The assessment results showed that the validity level of the Student Worksheet (LKPD) in the material aspect obtained a percentage of 82% with a very valid category, the media aspect was 92.67% with a very valid category, and the language aspect was 86.67% with a very valid category. These findings indicate that the developed local wisdom-based LKPD has met the eligibility standards as good teaching materials. These results are also in line with research by Fitriyah & Wardani (2022) which stated that local wisdom-based LKPD can increase the relevance of learning because it connects the material with the students' environment and culture. In addition, research by Asmaryadi et al. (2025) also showed that local wisdom-based LKPD was declared valid and suitable for use because it was able to improve conceptual understanding and active involvement of students in science learning. The development of e-modules or print media based on comprehensive science literacy was also reported to be effective in supporting the achievement of affective and cognitive learning outcomes simultaneously (Maulida & Wiratama, 2025). Thus, the LKPD developed in this study is not only theoretically and empirically valid, but also relevant for application in learning in elementary schools.

2. **The Practicality Level of Local Wisdom-Based LKPD Media in 5th Grade Science Learning on the Material My Region My Pride**

A practical analysis of the validator questionnaire instrument indicates that this Student Worksheet (LKPD) has excellent implementation potential. This practicality is driven by the integration of Problem-Based Learning (PBL) syntax, which is structured coherently and provides clear operational guidelines. This systematic structure is designed to reduce teacher workload and avoid confusion during the teaching process. The use of this structured cooperative instructional model has been empirically proven to improve teacher teaching performance in elementary

grades (Adrian, 2024). While teachers unfamiliar with the PBL model may require time to adjust, the detailed instructions in the LKPD are projected to be a crucial tool in accelerating mastery of the method, ensuring effective classroom learning.

The findings regarding the practicality of this LKPD product show consistency with previous research. For example, research by Asmaryadi et al. (2025) who designed a Problem-Based Learning (PBL)-based LKPD for fifth-grade elementary school science content also recorded similar results. In the study, teacher responses reached 96%, confirming that the media is very practical, interesting, and feasible to implement in learning. The linear relationship between the structure of students' independent assignments and character strengthening based on local wisdom/games is also emphasized by (Setiawan & Aji, 2024). Although there are differences in grade levels (grades IV and V) and the media format used (print), the uniformity of these results proves that learning media that are systematically designed and well-planned will always have a high level of acceptance and practicality when applied in the field.

3. The level of interest of Local Wisdom-Based LKPD Media in 5th grade science learning on the topic of My Region, My Pride

Based on student responses, the local wisdom-based Student Worksheet (LKPD) received an excellent response. This is evident in the LKPD's design, which uses bright colors to attract students' attention from the start. The presence of this LKPD also represents a new innovation in the school environment because it is the first time students are presented with learning materials with a more engaging, communicative, and contextual visual display related to their lives. The use of a bright color palette, relevant illustrations, and systematic presentation of the material have been proven to arouse students' curiosity and enthusiasm for learning. Stimulating student interest through interactive visualization in elementary schools has been shown to be a driving force for children's internal learning motivation (Wulandari & Setyosari, 2025). An attractive design aesthetic serves not only as a visual element but also as a stimulus that can increase student motivation and engagement in the learning process.

These results are in line with the research of Asmaryadi et al (2025) which states that LKPD based on local wisdom is able to increase the interest and involvement of students because it presents material that is close to the environment and culture of students. Critical analysis of the critical thinking abilities of elementary school students in science subjects also shows that children need functional concrete objects around them so as not to get bored Khasanah et al (2025) In addition, research by Fitriyah & Wardani (2022) also shows that the development of LKPD based on local wisdom in elementary schools is able to increase interest in learning because the learning material becomes more contextual and easier to understand by students. Thus, it can be concluded that the attractiveness of LKPD based on local wisdom is not only determined by the visual design aspect, but also by the relevance of the content to the real life of students which is able to increase motivation to learn actively.

CONCLUSION

Based on the development process and research results, the following conclusions can be drawn: This Science Student Worksheet (LKPD) embodying the concept of local wisdom has been tested for validity, with a score of "Very Valid" (87.11%). Based on expert evaluations, the material in Chapter 7, "My Region, My Pride," was deemed highly accurate and aligned with local cultural values. This Science learning media, which integrates local wisdom, demonstrated a level of practicality,

with a score of "Very Practical" (100%), based on the results of a teacher assessment questionnaire. These results indicate that the media design and guidelines were deemed highly systematic, structured, and have the potential to facilitate teachers in managing learning and support students in completing local culture-based activities independently. This Science Student Worksheet is highly sought after by students because it presents exploratory projects relevant to their lives. By raising the material about "My Region My Pride", this Local Wisdom LKPD has an interesting level with the criteria of "Very Interesting" with a result of 91.18%. This media motivates students to explore local wisdom directly, which in turn increases their active participation in the learning process.

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