Development of Social Science Textbooks Integrated with Islamic and Local Culture Values

Latri[1], Hardianto Rahman[2], Ramlan Mahmud[3], Andi Fajar Asti[4], Diarti Angraningsi[5], Jamaluddin[6], Umar[7]

[1] Educational Science, Universitas Negeri Makassar, Indonesia
Email: hrahman@unm.ac.id
[2] Educational Science, Universitas Negeri Makassar, Indonesia
Email: hardiantorahman@unm.ac.id
[3] Educational Science, Universitas Negeri Makassar, Indonesia
Email: ramlanmahmud@unm.ac.id
[4] Educational Science, Universitas Negeri Makassar, Indonesia
Email: andifajarasti@unm.ac.id
[5] Educational Science, Islamic Institut of Muhammadiyah Sinjai, Indonesia
Email: diartiang@gmail.com
[6] Educational Science, Islamic Institut of Muhammadiyah Sinjai, Indonesia
Email: jamaluddin@gmail.com
[7] Educational Science, Islamic Institut of Muhammadiyah Sinjai, Indonesia
Email: umar@gmail.com

Abstract. This research is aimed to compose an integrated social science learning textbook that is valid, practical, and effective in improving students' nationalism character. Type of research and development (R&D) with 4D model procedures (define, design, develop and disseminate) to fulfill the procedure of development. Eight teachers in four Madrasah Ibtidaiyah in Sinjai Regency were involved in this research. Data collection techniques were conducted through interviews and observation. Data were analyzed by calculating the average score of each assessment component using the formula $\overline{X} = \sum Xn$. The developed textbook fulfills scientists' validity result and their practical use as the participants' valuation and the implementation of learning. The result of the research is very practical and can be a reference for the development of textbooks in other contexts. This research can pay attention to different methods and measurements. The integration of Islam religion and local cultural values in various learnings can provide a positive contribution in responding to dichotomic learning patterns (science dichotomy), especially in social science and Islam education even can strengthen science, humanity and deity harmony.

Keywords: Textbook, religious values, local cultural

INTRODUCTION

Social Science (IPS) in School is a subject which develops social and humanities science concept and involves life values which can be transformed to students. The importance of Social Science is on the effort of introducing social issues and problems concretely. It is intended so that there is a good awareness that

grows in anticipating and facing the social gap which occurs. To date, Social Science learning in implementation way has presented academic material in the discipline of social and humanistic science, in which teachers strictly tend to use textbooks such as Erlangga and Yudistira Publisher, even if they are not accommodative, integrative, and contextual. Besides, obstacles that are often faced by teachers in creating effective Social Science Learning is a subject that has complex scopes and complicates a teacher in constructing and systemizing a subject effectively based on the objective and competence which are determined.

As a result, students' competence towards social values in daily life is less balanced and effective and even causes contradiction with the affective dimension (social attitudes). There are some effects which are caused such as the increasing violence case numbers, rising intolerance, radicalism, racism, bullying and maltreatment which involve school students toward teachers and other people around them. In Indonesia, since 2011-2015, it has found 1,111 cases of Cyber Crime, the other 1000 cases were been found in 2016 and keep increasing until 2019 (Setyawan, 2019), (kpai.go.id, 2019). It indicates the occurrence of national character crisis and the weakening nationalism attitude which even leads to national disintegration. This fact indicates the importance of an accurate action through social, religious, and cultural learning improvement effort which affects students' social ability and attitude. Therefore, the process of Social Science learning is influenced by integrative and thematic textbook availability which accommodates learning interest and environment. According to Rohmah et al., (2017), Social Science learning considers textual a textbook that assists the implementation of learning, remembering that teachers have only used general textbooks published by the government which has not reflected specific content.

One of the effective and integrative formulations is developing a textbook that integrates Islamic religion and local culture values which, become a reference including character education development. Besides integrating concepts in learning, it also involves all components in an education unit holistically. The development of textbooks can be focused on Social Science subject on Madrasah Ibtidaiyah/Primary School Level which is aimed to adjust students so that the learning does not look boring and it can reach the learning objective.

Social Science learning should contain Islamic religious and local culture values as the objectives and essence of Social Science learning to shape characters such as nationalism, appreciate and respect to each other. Besides guiding good citizens, Social Science learning ideal executors can prepare, equip, build and shape students' ability properly, including preventive action and response towards personality crisis. According to Die, (2011), formal education importantly integrate local culture through teachers' role in teaching such as environmental, cultural and classroom learning source involvement so that students respect their culture. While Ghufron et al., (2017) stated that local culture-based learning is learning which facilitates students to master competence by referring to local cultural values. Therefore, the principle of Social Science learning in Primary School has signaled the importance of a learning which is initiated concretely to abstractly by considering the learning environment from easy to difficult, small to wide, and close to far (Ramli, 2009).

Social Science learning textbooks are an important part and information source of learning material which can help students to reach expected objective and competence. According to Ari et al., (2016), students' learning outcome will be improved if it is performed by using a contextual textbook. Meanwhile, the development of textbook which is appropriate with character education can provide contextual example towards students as their environment and activity so that they are able to reflect and practice it in their daily life (Kusumo, 2017). Furthermore Prastowo, (2011) suggested that the development of learning textbook can consider the components of title, basic or main competence, supporting information, assessment, and valuation". While Cahyo et al., (2017); Rosmayanti et al., (2019) confirmed that the needs towards textbook and its forms can adjust the needs, content curriculum, language and graphics related to students' and teachers' needs.

In the context of learning in Indonesia, Social Science textbook which is contextually and compatibly integrated become relevant to develop. The importance of Islam religious and local cultural values in the textbook is because an individual easily accepts and learns a culture, even practice and maintain a religious value in his daily life. According to Sarwono, (1998), local

cultural values such as harmony, tolerance, mutual cooperation, a deliberation to reach a consensus, religious, noble, and dynamic behaviors. According to Setyaningrum & Diah, (2018), local culture as the identity needs to grow awareness in the young generation to understand their culture, including values within. In the education context, Tilaar, (1999) education should pay attention to a culture as the result of creativity, taste, and initiative of individuals because they are the summary of human's sublime work result. Karataş & Oral, (2015) assured that the education process should be maintained by considering cultural values. Besides, integration can bridge the gap of social science learning through Islamic religion and local culture values load and respond to issue on dichotomic learning reality and knowledge. Therefore, Social Science learning should be reformulated as the development of science.

Islam religion and local culture values are closely related to the essence of Social Science to support character building. The development of integrated Social Science textbook can complete character education at school, remembering the development of school culture uses transmission approach of value through methods of training, modeling, conditioning, and habituation (Hakam, 2018). It can also fulfill the availability of textbooks that can improve the students' learning outcome (Hafiz, 2015). Meanwhile, in order to strengthen nationalism and improve good citizens' attitude, it can be done through the integration of character education in Social Science learning with Contextual Teaching and Learning Approach (Rahman et al., 2017).

The other studies have indicated the development of local wisdom-based thematic teaching material without religious values (Tinja et al., 2017), while Islam values integration, Jambil local culture in English The language module has indicated suitability and practicability in students and teachers use (Nafiah, 2020). Meanwhile, the development of Social Science learning- Primary School of Katoba local culture can broaden knowledge, strengthen the appreciation of students' attitude and skill through reconstruction, find, and obtain knowledge and develop values as the code of conduct values of students in social life (Bauto, 2016). The previous study has indicated different context, but it is relevant to develop a textbook of Social Science learning which is integrated with Islam religion and local culture values. Previous studies have only examined the integration of local cultural values with the subject matter in the curriculum. This study seeks to integrate three main topics, namely local cultural values, Islamic religious values, and social studies learning materials (IPS). This research is aimed to create a product of Social Science learning on the Primary School/MI level. It specifically produces valid, practical, and effective Social Science textbook in improving the national character of students.

METHOD

This research utilized Research and Development (R&D) produces textbook products integrated with religious and local cultural values. The procedures of this research and development followed the "4D model (Define, Design, Develop, Disseminate)" (Mulyatiningsih, 2014). The author develops the contents of the 4D Model as shown in Figure 1.

Model Stage Details			
Define	**Design**	**Develop**	**Disseminate**
Need Analysis: Literature review, determine development requirements, field study and design decision making.	Conceptual framework design of textbook and learning unit.	Validation, revision, limited test, and implementation	Socialization and Distribution.

Figure 1. Research Design

Define stage. At this stage, the researchers determined and defined the development requirements. Besides, they performed review, analysis, and requirements of development needs which are relevant with users' needs, appropriately used to develop

products of Social Science Learning textbook which is integrated with Islam religion and local culture values. The implementation of this stage lasted from October to December 2021 with the respondents' criteria such as 8 teachers in 4 Madrasah Ibtidaiyah in Sinjai Regency who were developed as sampling. The observation was performed by observing the use of textbooks in the Madrasah, determining instruments such as interview and observation sheet of textbook needs.

Design stage. Activities that were performed in this stage were constructing a criterion-referenced test, media selection, format selection, and initial design. The researchers prepared a conceptual framework of textbooks and learning units such as media and evaluation instruments. Furthermore, they designed a prototype and performed a small-scale simulation which result was validated by peers.

Development stage. At this stage, the performed activities were validation by experts, revision based on a suggestion from the experts, limited trial, revision based on the trial result, and implementation in a wider area. The instruments which were prepared in these activities were (a) Assessment Sheet of model validity performed by experts which involved (1) questionnaire sheet of textbook practicality (teachers' response), (2) observation sheet of textbook implementation, (3) questionnaire sheet of students' response towards the effectiveness of textbook (students' response), (4) questionnaire sheet of students' character effectiveness, (5) assessment sheet of textbook validity. (b) Observation sheet of textbook implementation (practicality). (c) The questionnaires were (1) textbook practicality questionnaire sheet (teachers' response), (2) questionnaire sheet of students' response towards the effectiveness of textbook (students' response), (3) Questionnaire sheet of students' character assessment.

Disseminate Stage. This stage was done by socializing textbook through distribution to interested parties. The data analysis which was utilized to each analysis was analyzed by calculating the mean. The score means of each scoring aspect component utilized formula $\bar{X} = \sum Xn$. The result of the mean score of each component was categorized.

RESULTS AND DISCUSSION

Result

The product of the Social Science learning textbook was developed by referring to the 4-D development models such as to define, design, develop and disseminate. The authors explained the result of each research and development stage as follow:

Social Science Learning Textbook Integrated with Valid and Practical Islam Religion and Local Culture Values.

Defining Stage
Things that are determined and defined concerning the requirements of textbook development are Social Science of Primary School/MD learning, Islam religion, and local cultural values as a need assessment stage. The requirements of product development as the need of users' need are model, content, and substance so that product development can be done. The result of deepening and analysis of the researchers indicated that generally, the textbook which is utilized by Madrasah Ibtidaiyah in Sinjai Regency is published by the government which is prevailed in all Madrasah. Based on the interview, it is obtained that a teacher of Madrasah Ibtidaiyah explained that' "We utilized two textbooks, which are Social Science published by Erlangga and Yudhistira Publisher because they fit and explain the social science basics for Primary School or Madrasah Ibtidiyah children enough." *(Interview, ILS Teacher MIN 3 Sinjai, 10/10/2021).*

Based on the observation of Social Science learning in Madrasah Ibtidaiyah in Sinjai Regency, it has been indicated that they utilized thematic learning approach. However, the theme and content used in the textbook have not integrated Islam religion and local culture values on the available books.

Thematic learning, which was performed by teachers in all Madrasah Ibtidaiyah has never connected it with Islam religious values. It occurred because of the assumption that there's a special subject, such as Islam Education (PAI). In the textbook, there are uses of examples, pictures, and models which do not figure out the local cultural values.

Based on the interview result with one of the Madrasah Ibtidaiyah teachers, it was stated that; "Social Science textbook utilized in teaching has been great, but it only draws general characteristics which are applied nationally. We need different improvements. Sometimes we deliver Bugis and Makassar the values in our

societies, such as Bugis and Makassar, but only little which can be applied nationally." *(Interview, AMN Teacher MIN 2 Sinjai, 11/10/2021).* The opinion was strengthened by a teacher's statement, "We use Social Science textbook published by Yudhistira. Its content draws forms of social and local cultural activities. In my opinion, it has been applied and used nationally in Madrasah but the teaching should pay attention to school, local society, or local cultures." *(Interview NRFD, Teacher MIN 1 Lappa Sinjai, 15/10/2021).*

The previous opinion confirmed that participants agreed that the textbook which is published by the government is good, but they recognized that school characters are not the same. The application of book content has been taught to uniform learning context in each school/madrasah. However, ignoring the importance of different contexts will enrich the Social Science textbook. However, there should be a textbook that can accommodate the characteristics of each school in a region that has similar local cultural values. The integration of Islam religion and local cultural values in the learning themes of textbooks becomes one of students' needs so that the theme is knitted impartially.

Design Stage

The format of textbook design of Social Science learning which is integrated with Islam religion and local culture values consist of 9 (nine) themes and 21 subthemes with 380 pages in total.

Table 1. Format of Social Science Learning Textbook Design

No	Textbook Section	Description
1	Front Page	Cover
2		Acknowledgement
3		Table of Content
4		Cover
5	Content	Theme 1. Animals and Human Motion Organs
6		Theme 2. Clean Air for Health
7		Theme 3. Being Healthy is Important
8		Theme 4. Being Healthy is Important
9		Theme 5. Ecosystem
10		Theme 6. Ecosystem
11		Theme 7. Occurrences in Life
12		Theme 8. Our Environment and Best friends
13		Theme 9. Things Around Us

The writing of students' learning activities and design of Social Science Textbook which is integrated with Islam, religion, and local cultural values refer to a standard, which has been determined by Agency for National Standards in Education (ANSE). Learning the objective can be achieved if students obtain knowledge of Social Science which is integrated with Islam religion and local cultural values to shape nationalism character. The learning design of the Social Science textbook covers Islam religious values in form of the texts of Al Qur'an holy verses, habits of the Prophet Muhammad SAW., and local cultural values which covers local cultures of custom/tradition of Bugis Makassar. Social Science Textbook which is integrated with Islam religion and local culture values are adjusted with the themes that have been determined in the learning generally.

Development Stage
Validity of Textbook

The activities which are performed on this stage were: validity done by experts, revision based on the expert's suggestion and limited trial. The expert validators consist of 2 (two) experts and 2 (two) expert validators of learning media. The validity result of Social Science textbook which is integrated with Islam religion and local culture values obtained the following valuation in table 2.

Table 2. Scientific Validation Result

Points of Instrument	Validator		Mean	Description
	1	2		
Mean of Content Eligibility Aspects	3.1	3.27	3.19048	Valid
Mean of Presentation Eligibility Aspects	3.5	3.5	3.5	Valid
Mean of Language Presentation	3.4	3.6	3.5	Valid
Mean of Assessment of Religious and Local Culture Values Integration	3.8	3.75	3.75	Highly valid

The conclusion of validity valuation result of Social Science textbook bosed on the expert's valuation can be found in form of the following rating result graphic on the table 3.

Table 3. Graphic of Scientific Validity Result

Validity Result	
Content Eligibility	3.19
Presentation Eligibility	3.5
Language Presentation	3.5

Values Integration	3.75

Based on the validity result of the social science textbook in the form of graphic on Figure 2 indicates the content relevancy aspect is 3.19 and categorized as Valid; the presentation relevance aspect is 2.5 and categorized as valid; the Language valuation aspect is 3.5 and categorized as Valid; integration valuation of Islam religion and local culture values is 3.75 and categorized as very valid.

Table 4. Result of Learning Media Scientific Validation

Instrument Points	Validator		Mean	Description
	1	2		
The Standardized Book Size Mean	4	3.5	3.75	Very valid
The Mean of Book Cover Design	4	2.5	3.25	Valid
The Mean of Book Content Design	3.3	3.42	3.33333	Valid

The conclusion of result of Social Science textbook valuation validation based on learning media experts' valuation in forms of rating result graphic on the table 5.

Table 5. Graphic of Validity Result of Learning Media Experts

Validity Result	
Book Size	3.75
Cover Design	3.25
Modul Content Design	3.33

Based on the result of Social Science textbook validity, the valuation of learning media experts in form of graphic in figure 3 indicated: the book size is 3,7 and categorized as valid; module content design is 3,33 and categorized as valid. The result of validity valuation by expert and learning media expert indicated that Social Science textbook integrated with Islam religion and local culture values are categorized as valid. Specifically for expert validation valuation, it is suggested that the title "Thematic Textbook for Grade V Primary School/MI Integrated with Islam Religion and Local Culture Values" is written because it's not written on the previous cover.

The Practicality of Textbook

Result of Practicality of Social Science textbook seen from students' response and the implementation of learning. The respondents who value or fill in the instruments of textbook, practicality were the students of 2 (two) MIN in which they're located in Sinjai Regency, which is MIN 1 and 2. There were 37 students of Grade V (Five). The practicality result and students' response data towards the textbook so they get valuation with the rating result on table 6.

Table 6. Practicality Result; Students' Response

Practicality; Students' Response	
Display	79.74 %
Presentation	88.46 %
Benefit	91.59 %

Based on the result of Social Science textbook practicality, the students' response valuation in form of graphic on figure 4 indicated: the display aspect is 79.74% and categorized as practical; the presentation aspect is 88.46% and categorized as very practical; the benefit aspect is 91.59% and categorized as very practical. In total, 86.60% of practicality questionnaires are categorized as practical. The result of practicality based on the data of students' response questionnaire valuation towards the implementation of learning obtains valuation with the following rating result table 7.

Table 7. Practicality; Students' Response towards Learning Implementation

Practicality; Students' Response towards Learning Implementation	
1st Phase	98.55
2nd Phase	98.88
3rd Phase	99.34
4th Phase	99.46

Based on the result of Social Science Textbook Practicality on the students' response questionnaire valuation towards the learning implementation of each phase is higher than 98% with Very Practical Category. Based on the students' response valuation result towards Social Science Textbook and valuation result of learning implementation by using Social Science textbook, it is concluded that it is which is integrated with Islam religion and local cultural values in MI Sinjai Regency is very practical to use.

Social Science Textbook Integrated with Effective Islam Religion and Local Culture Values Improve the Students' Nationalism Character

To value the effectiveness of Social Science textbooks in improving nationalism character, the students have gone through observation and questionnaire result of nationalism character. The implementation of observation and questionnaire of students' nationalism character is performed before and after using Social Science textbook integrated with Islam Religion and local culture value. The result of Social Science textbook effectiveness in improving the students' nationalism character through their nationalism character observation obtained the following rating graphic:

Table 8. Observation Result of Students' Nationalism Character

Observation Result of Students' Nationalism Character	
Before Using	60.32 %
After Using	91.22 %

Based on the observation result, it obtained a score of 60.32% before the use of Social Science textbook and 91.22% after its use. They're in the Very Positive category. The effectiveness result of Social Science textbook in improving the students' nationalism character though the distribution of their nationalism character questionnaire obtained the following rating table 9.

Table 9. Questionnaire Result of Students' Nationalism Character

Questionnaire Result of Students' National Character	
Before	2.34
After	3.55

Based on the questionnaire result of students' nationalism before the use of Social Science textbook, it is obtained 2.34 on less positive category. While after its use, the score is increased to 3.55 and categorized as very positive. Based on the observation and questionnaire sheet of nationalism character education of students, it is concluded that Social Science textbook which is integrated with Islam religion and local culture values in MI Sinjai Regency effectively improves students' nationalism character.

Disseminate Stage

The implementation of this stage has gone through textbook socialization and its distribution to parties of interest. The authors socialized and distributed it to some places, such as all MIN and MIS in Sinjai Regency, Regional Archives and Library Offices, and Religious Affair Offices. The textbook dissemination got appreciation. In general, they give a suggestion so that the textbook on Primary School/MI will furthermore be developed to all grade levels, especially grade IV (four) to VI (six). This dissemination was performed by considering the learning basic needs.

Discussion

Based on the result explanation, it indicates that the development of Social Science textbook integrated with Islam religion and local values is effective enough. The textbook has been developed and based on the theme deepening and analysis, material content, and learning implementation in Madrasah Ibtidaiyah. The defining stage has obtained the reaction on the importance of development which is performed by considering principles of Social Science learning objectives. Design Stage provides a picture and design which refers to the Agency for National Standards in Education (ANSE). The development stage obtained good valuation in learning use so that it is appropriate to disseminate. The coverage of Social Science textbooks integrated with Islam religion and local culture values are relevant to be used in the learning in Madrasah Ibtidaiyah.

Substantially, textbooks in Madrasah Ibtidaiyah have special characteristics and specialty which develop Islam values. Therefore, Madrasah will be more maximal in achieving its aim to guide students to have Islamic character. Islam values integration in each learning theme will improve the students' understanding of Islam, science, and local culture and dismiss the notion of scientific dichotomy. This connection confirms the finding Nurdyansyah & Arifin, (2018) if Islam values integration in Social Science will help to enhance the students' understanding of Islam religion and science holistically.

In the context of students' interest and motivation, it is in line with the study result Nambiar & bt Anawar, (2017) if the integration of local culture into learning is able to enhance students' interest and motivation and teachers are actively involved in the learning and assist the holistic cultural understanding. It indicates that integrated Social Science textbook can be used in constructive learning because it is supported with concrete visualization. This objective confirms the study result Yiğit & Tarman, (2013) if value education surely supports future education system in social science textbook which is visually made with a special picture, outstanding and concrete. Primary School/Madrasah Ibtidaiyah students need learning which involves them directly and concretely.

The other objective will be achieved from Social Science learning which is integrated with true local culture values to shape students' nationalism character. Therefore, it supports the Indonesian Government in implementing character and the nation's cultural education. The finding has indicated it as very positive and effective to be used and improve nationalism character. According to Kosasih et al., (2018) schools have tried as best as possible to teach nationalism character. Confirming the finding of Benaziria & Murdiono, (2019), integrating nationalism character can enhance citizenship and nationalism internalization in character education towards students who are adjusted with National Education Ministry programs, which are nationalism/patriotism, discipline, environmental preservation, and respect to each other. According to Prasetyo, (2017), nationalism in Social Science can be internalized through exemplary, direct practice from models, methods, teaching materials, and learning evaluation.

Social Science learning can be implemented effectively if it is supported by an integrative and substantive textbook that contains social, religious, and local cultural values. Besides providing cognitive information, it also strengthens the effective aspects. Study Abbas & Bin Hassan, (2014) has indicated that learning integrated in character education is important through the cognitive thematic model. The use of textbook in Social Science by using thematic learning can provide intact meaning as reflected in various provided themes (Munir, 2005). In line with the statement proposed by Aziz et al., (2019), Islam values in social science learning emphasize social life as in Alquran verses and Hadits so that the learning becomes more meaningful for the students. The development of Social Science textbook also confirms the result of the study (Hajar & Hajar, 2018) that character education and the importance of local wisdom in shaping students' identity is the basic need of each student in each grade. Therefore, according to Suhartini et al., (2019), the implementation of local wisdom in character education needs government, school, family, and society support to manifest students who have characters.

CONCLUSION AND SUGGESTION

The Social science textbook which is integrated with Islam religion and local culture is categorized as valid based on the validity test result which was performed by the experts and media experts, and it is very practical to be used based on the result of students' response valuation and the learning implementation. While the effectiveness of Social Science textbook

which is integrated with Islam religion and local culture values in improving nationalism character of students are concluded effective based on the result of observation and questionnaire sheets of character valuation. Therefore, the textbook which is integrated with Islam religion and local culture values on Madrasah Ibtidaiyah level in Sinjai Regency can be used and distributed.

The result of research is very practical and can be a reference for the development of textbooks in other contexts. This research can pay attention to different methods and measurements. The integration of Islam religion and local culture values in various learnings can provide positive contribution in responding dichotomic learning patterns (science dichotomy), especially in social science and Islam education even can strengthen science, humanity, and deity harmony.

ACKNOWLEDGEMENT

REFERENCES

Abbas, K., & Bin Hassan, Z. (2014). Integrated Learning Model Cultural-Art and Character Education. *International Journal for Innovation Education and Research*, *2*(8), 2–8.

Ari, M. I. P., Ery Tri, D., & Hasanah, M. (2016). Peningkatan Hasil Belajar Siswa Kelas Ii Sekolah Dasar. *Pendidikan: Teori, Penelitian Dan Pengembangan*, *1*(10), 1880–1883.

Aziz, H., Nursobah, A., Mahmud, M., & Mansyur, A. S. (2019). *The Internalization of Islamic Values in Social Sciences Learning*. *253*(Aes 2018), 275–279. https://doi.org/10.2991/aes-18.2019.64

Bauto, L. M. (2016). Socio-Cultural Values As Community Local Wisdom Katoba Muna in the Development of Learning Materials Social Studies and History. *Historia: Jurnal Pendidik Dan Peneliti Sejarah*, *14*(2), 195. https://doi.org/10.17509/historia.v14i2.202 7

Benaziria, B., & Murdiono, M. (2019). Civic teacher strategy in the integration of nationalism and tolerance character in school based on pesantren in Yogyakarta city. *Journal of Social Studies (JSS)*, *15*(1), 13–34. https://doi.org/10.21831/jss.v15i1.25227

Cahyo, S. D., Vitasari, I. R., & Sucipto, S. (2017). Developing english textbook for muhammadiyah school; an idea to integrate the muhammadiyah values into elt. *Proceedings of the 4th UAD TEFL International Conference*, *1990*, 462–470.

Die, G. J. S. (2011). Integrating Local Cultural Knowledge as Formal and Informal Education for Young African Learners: A Ghanaian Case Study. *Canadian and International Education / Education Canadienne et Internationale*, *40*(1). http://ir.lib.uwo.ca/cie-eci%0Ahttp://ir.lib.uwo.ca/cie-eci/vol40/iss1/3

Ghufron, A., C., A. B., & Hidayati. (2017). Pengembangan Pembelajaran Berbasis Nilai-Nilai Budaya Yogyakarta Di Sekolah Dasar. *Cakrawala Pendidikan*, *37*(2), 309–319. https://doi.org/https://doi.org/10.21831/cp. v36i2.12449

Hafiz, A. (2015). *Pengembangan Buku Ajar Berbasis Alquran dan Hadis*. *1*(1), 1–12.

Hajar, I., & Hajar, I. (2018). Integrating Social Capital and Local Wisdom in Education Curriculum Designing. *The 11Th International Workshop and Conference Of Asean Studies In Linguistics, Islamic and Arabic Education, Social Science And Educational Technology 2018*, 31–34. https://doi.org/10.31227/osf.io/p2ezw

Hakam, K. A. (2018). Tradition of value education implementation in indonesian primary schools. *Journal of Social Studies Education Research*, *9*(4), 295–318. https://doi.org/10.17499/jsser.98315

Karataş, K., & Oral, B. (2015). Teachers' Perceptions on Culturally Responsiveness in Education. *Journal of Ethnic and Cultural Studies*, *2*(2), 47. https://doi.org/10.29333/ejecs/39

Kosasih, A. B., Idris H.M., N., & Widodo. (2018). Nurturing nationalism character valuesat the primary schools in jayapura, papua. *Cakrawala Pendidikan*, *37*(1), 42–

56. https://doi.org/10.21831/cp.v37i1.13616

kpai.go.id. (2019). *KPAI Sebut Pelanggaran Anak Terus Meningkat*. http://www.kpai.go.id/berita/kpai-sebut-pelanggaran-hak-anak-terus-meningkat

Kusumo, G. (2017). Pengembangan Bahan Ajar Terintegrasi dengan Pendidikan Karakter pada Mata Pelajaran Bahasa Indonesia SD Kelas IV. *Transformatika*, *1*(1), 1–18. http://repositorio.unan.edu.ni/2986/1/5624.pdf%0Ahttp://fiskal.kemenkeu.go.id/ejournal%0Ahttp://dx.doi.org/10.1016/j.cirp.2016.06.001%0Ahttp://dx.doi.org/10.1016/j.powtec.2016.12.055%0Ahttps://doi.org/10.1016/j.ijfatigue.2019.02.006%0Ahttps://doi.org/10.1

M. Ramli. (2009). The Expanding Environments Approach in Elementary Social Study Education. *Jurnal Ilmu Pendidikan*, *6*(1).

Mulyatiningsih. (2014). *Metode Penelitian Terapan Bidang Pendidikan*. Alfabeta.

Munir, A. dkk. (2005). *Pedoman Pelaksanaan Pembelajaran Tematik*. Departemen Agama RI.

Nafiah, U. (2020). Developing English modules with integrated Islamic values and the Jambi local wisdom. *Studies in English Language and Education*, *7*(1), 96–112. https://doi.org/10.24815/siele.v7i1.15138

Nambiar, R., & bt Anawar, N. (2017). Integrating Local Knowledge into Language Learning: A Study on the Your Language My Culture (YLMC) Project. *Arab World English Journal*, *8*(4), 167–182. https://doi.org/10.24093/awej/vol8no4.11

Nurdyansyah, N., & Arifin, M. B. U. B. (2018). *Integration of Islamic Values in Elementary School*. *125*(Icigr 2017), 190–192. https://doi.org/10.2991/icigr-17.2018.46

Prasetyo, U. E. (2017). Internalization of National Character Value in Social Studies To Build The Identity Of Indonesia. *SOCIA: Jurnal Ilmu-Ilmu Sosial*, *14*(2), 132–145. https://doi.org/DOI: https://doi.org/10.21831/socia.v14i2.18626

Prastowo, A. (2011). *Panduan Kreatif Membuat Bahan Ajar Inovatif*. Diva Press.

Rahman, H., Thalib, S. B., & Mahmud, A. (2017). Integrated character education in social sciences with contextual teaching and learning approach. *New Educational Review*, *48*(2), 53–64. https://doi.org/10.15804/tner.2017.48.2.04

Rohmah, D. F., Hariyono, & Sudarmiatin. (2017). Pengembangan Buku Ajar IPS SD Berbasis Kontekstual. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, *2*(5), 719–723. http://journal.um.ac.id/index.php/jptpp/article/view/9200/4445

Rosmayanti, E., Supriyanto, T., & Sunarso, A. (2019). Developing Poetry Writing Teaching Materials Based On Environment and Local Culture for The Fourth Graders. *Journal of Primary Education*, *9*(1), 25–32.

Sarwono, S. S. (1998). Cultural Values and Marketing Practice in Indonesia. Jurnal Ekonomi dan Bisnis Indonesia. *Jurnal Ekonomi Dan Bisnis Indonesia*, *13*(3).

Setyaningrum, B., & Diah, N. (2018). Budaya Lokal Di Era Global. *Ekspresi Seni*, *20*(2), 102. https://doi.org/10.26887/ekse.v20i2.392

Setyawan, D. (2019). *KPAI Sebut Pelanggaran Hak Anak Terus Meningkat*. Http://Www.Kpai.Go.Id. http://www.kpai.go.id/berita/kpai-sebut-pelanggaran-hak-anak-terus-meningkat

Suhartini, S., Sekarningrum, B., Sulaeman, M. M., & Gunawan, W. (2019). Social construction of student behavior through character education based on local wisdom. *Journal of Social Studies Education Research*, *10*(3), 276–291.

Tilaar, H. A. R. (1999). *Pendidikan, Kebudayaan, dan Masyarakat Madani Indonesia*. Remaja Rosdakarya.

Tinja, Y., Towaf, S. M., & Hariyono, H. (2017). Pengembangan Bahan Ajar Tematik Berbasis Kearifan Lokal Sebagai Upaya Melestarikan Nilai Budaya Pada Siswa Sekolah Dasar. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, *2*(9), 1257–1261.

Yiğit, M., & Tarman, B. (2013). The Place and Importance of Values Education in 4.th and 5th. Grade Primary School Social Studies Textbooks. *Journal of Social Studies Education Research*, *4*(25), 183–214.