

Development of Learning Modules Based on Local Wisdom of the Sasak Tribe in IPAS Subjects Chapter 6 Matter "My Indonesia is Rich in Culture

Zohratul Nita Qoini^{1*}, Muhammad Makki², Nurwahidah³, Khairun Nisa⁴

¹PGSD FKIP Universitas Mataram

DOI: <https://doi.org/10.29303/geoscienceed.v5i3.350>

Article Info

Received: 13 July 2024

Revised: 21 July 2024

Accepted: 23 July 2023

Correspondence:

Phone: +6287819529269

Abstract: This study aims to produce a product in the form of a learning module based on local wisdom of the Sasak tribe in the subject of IPAS chapter 6 material "My Indonesia is rich in culture" grade IVth SDN 3 Suranadi which is valid and practical. This type of research uses the type of development research (R&D) with the ADDIE research model (Analysis, Design, Development, Implementation, Evaluation). The data collection instruments used are material validation questionnaire, media validation questionnaire, student response questionnaire, and teacher response questionnaire. The results of this study indicate that the learning module based on the local wisdom of the Sasak tribe in the IPAS subject chapter 6 "My Indonesia is Rich in Culture" obtained a percentage value of 84.4% with a highly valid category by media experts and obtained a percentage value of 85.7% with a highly valid category by material experts. In the practicality test by students obtained a percentage value of 96.3% with a highly practical category and the practicality test by teachers obtained a percentage value of 97.5% with a highly practical category. Therefore, it can be concluded that based on the results of the research, the learning module based on the local wisdom of the Sasak tribe in the IPAS subject chapter 6 matter "My Indonesia is Rich in Culture" grade IV is declared valid and practical to use.

Keywords: Learning module, Local Wisdom, IPAS

Citation: Qoini, Z. N., Makki, M., Nurwahidah, N., & Nisa, K. (2024). Development of Learning Modules Based on Local Wisdom of the Sasak Tribe in IPAS Subjects Chapter 6 "My Indonesia is Rich in Culture". *Journal of Education, Science, Geology, and Geophysics (GeoScienceEd)*, 5(3), 262-269. doi: <https://doi.org/10.29303/geoscienceed.v5i3.350>

Introduction

Learning is a process of interaction between educators and students in a learning environment (Ardani et al., 2023). The learning process carried out in educational institutions requires a curriculum (Setiawati, 2022). The curriculum in Indonesia is always changing. Curriculum changes occur systematically with the times and technological developments, including changes in the 2013 curriculum to the Merdeka Curriculum (Fitriyah et al., 2022).

The Merdeka Curriculum provides open access for teachers to use various learning resources or references, as a form of independence for teachers (Kemendikbudristek, 2022). Learning does not have to

rely on one learning resource as a reference, but is allowed to access or create learning resources more broadly. Therefore, other teaching materials are needed as a tool to support learning resources that suit the needs of students. One of the teaching materials used to assist or support the achievement of learning objectives or student learning activities is a learning module (Wadi et al., 2023).

Learning modules are one type of printed teaching material that is used to assist educators and students in the learning process which contains complete and systematic components including learning objectives, learning materials, and evaluation (Izzati et al., 2015). In the Merdeka curriculum, educators are

Email: zohratulnitaqoini@gmail.com

asked to be more creative in providing teaching materials that students need (Hanifah et al., 2023). This can be fixed by developing learning modules that are contextual and can be studied independently by students (Lestari et al., 2023). However, the fact is that the preparation of learning modules is still minimally contextualized or does not relate to the daily life or environment of students (Lestari et al., 2022). According to Afdalia (2020) to make learning contextual, meaningful, creative ideas are needed that can naturally encourage students to study hard. This can be done by linking local wisdom.

Subject matter that is adapted to local wisdom will make it easier for students to understand the material. Especially for elementary school students whose way of their thinking is still in the concrete operational stage. Elementary school students will find it easier to understand lessons if the explanation of the material is familiar or close for them and in accordance with their culture (Wadi et al., 2023). Therefore, it is necessary to include materials that use local wisdom in the learning process. This can be fixed by including this local wisdom material in the IPAS subject. IPAS learning content is very close to nature and human interaction (Meylovia et al., 2023). Therefore, the development of local wisdom-based learning modules is very suitable to be applied in IPAS learning.

The results of observations in the form of observations and interviews with fourth grade teachers and students at SDN 3 Suranadi on August 8-10 2023, obtained data and information, in the learning process the teacher has not used teaching materials other than teacher and student packets, and the material in the teaching materials used is still general. Teachers have not used teaching aids or companion of teaching materials that include the local wisdom of the Sasak tribe in assisting the learning process, resulting a lack of introduction to the local wisdom of the student area.

The results of the questionnaire that has been given to students found that students are less interested in studying and reading existing textbooks, because the discussion in the textbooks is still general. They are more interested in learning about things related to their area. The display in the package book is less colorful and varied, causing students to feel bored and less enthusiastic. For this reason, it is necessary to make efforts to develop learning modules that prioritize elements of local wisdom in it, especially the local culture of the students area, the culture of the Sasak tribe in accordance with the environment of students who are mostly Sasak tribes.

Research who related to learning modules based on local wisdom has been widely researched, but in this study there is a novelty related to local wisdom. This

research contains the local wisdom of the Sasak tribe, Lombok. The local wisdom content in the research is related to traditions, traditional games, and traditional food. This research aims to develop a learning module based on the local wisdom of the Sasak tribe in the subject of IPAS material chapter 6 "My Indonesia is Rich in Culture" IVth grade that is valid and practical.

Method

This research uses a type of development research or Research and Development (R&D) with the ADDIE development model (Analysis, Design, Development, Implementation, Evaluation). The data collection technique used was a questionnaire. The data collection instruments used are matter validation questionnaire, media validation questionnaire, student response questionnaire, and teacher response questionnaire. The data analysis technique in this study used qualitative and quantitative data analysis to analyze the validity and practicality of the product. The research subjects were all fourth grade students of SDN 3 Suranadi with a total of 20 people.

The data in this study were obtained through validation questionnaires of material experts and media experts as well as student and teacher response questionnaires. The valid category refers to the validity category according to Arikunto (Sitepu et al., 2023) listed in Table 1:

Table 1. Validity Criteria Based on Percentage

| Achievement Level | Criteria |
|-------------------|--------------|
| 81%-100% | Highly Valid |
| 61%-80% | Valid |
| 41%-60% | Quite Valid |
| 21%-40% | Less Valid |
| 0%-20% | Not Valid |

Source: Arikunto (Sitepu et al., 2023)

The practical category table mapping refers to the practicality category according to (Annisa et al., 2020) which is listed in table 2.

Table 2. Practicality Criteria Based on Percentage

| Achievement Level | Criteria |
|-------------------|------------------|
| 80%-100% | Highly Practical |
| 60%-80% | Practical |
| 40%-60% | Quite Practical |
| 20%-40% | Less Practical |
| 0%-20% | Not Practical |

Source: (Anissa et al., 2020)

Result and Discussion

The research and development that has been carried out produces a product in the form of a Sasak Tribe Local Wisdom-Based Learning Module in IPAS Subject Chapter 6 "My Indonesia is Rich in Culture" IVth

Grade. The process of developing this module has gone through five stages of ADDIE. The description of the results in this study are as follows:

1. Analysis

At this stage, requirement analysis, analysis of student characteristics, matter analysis, and product analysis are carried out. Requirement analysis is carried out to collect information related to the problems that occur so that the development of learning modules is needed. Based on the results of observations in the form of interviews with class teachers and IVth grade students of SDN 3 Suranadi, information was obtained that the learning process in the classroom was only sourced from teacher and student pack books whose material was limited and general, the teacher had not used aids or companion teaching materials that included the local wisdom of the students' environment, thus causing problem the lack of introduction to the local wisdom of the students' environment. The lack of introduction of students to the local wisdom of their own regional culture results in the purpose of education not being conveyed properly and the lack of conservation from the next generation (Chusna et al., 2019). Therefore, it is important to include local wisdom in learning.

Analyze student characteristics. This analysis aims to get a comprehensive picture of the students as a guide in developing the product. Based on the results of the analysis conducted, information was obtained that students were less interested in studying the package books who has provided, students were interested and easily remembered material related to real life and liked the presence of diverse images and colors. Therefore, grade IV students need teaching materials that display matter that is close to the students' environment. This can be done by linking local wisdom. Subject matter that is adapted to local wisdom will make it easier for students to understand the matter. Especially for elementary school age students whose way of thinking is still in the concrete operational stage. Elementary school students find it easier to understand lessons if the explanation of the matter is familiar or close to students and in accordance with their culture (Wadi et al., 2023). In addition, the use of diverse images and colors in teaching materials can increase the interest and motivation of students. As stated by Nurhidayah et al. (2023) to increase students interest and motivation towards teaching matter, it is necessary to make attractive teaching materials equipped with attractive images and various colors.

The third analysis is matter. Matter analysis is carried out to determine what matter needs to be included in the learning module to be developed. The matter used in the learning module refers to the

Merdeka curriculum in accordance with the learning outcomes and objectives of IPAS CHAPTER 6. Jannah & Reinita (2023) revealed that the independent curriculum teaching matter require the skills of the authors so that the matter concepts presented can be easily understood by students. Based on the learning outcomes and learning objectives of IPAS CHAPTER 6, the matter on diversity and local wisdom, the scope of the matter discussed is the definition of cultural diversity and local wisdom, forms and examples of cultural diversity and local wisdom, cultural diversity and local wisdom of the Sasak tribe, and efforts to conserve cultural heritage.

Product analysis aims to find out the features needed in making the product. This analysis contains the application used to design the learning module. Module development will be designed using the Canva application. Canva is a design program that provides a variety of features that support the creation of teaching materials (Ariwibowo & Hidayat, 2023). The Canva application was chosen because it provides many templates, easy to use, simple but complete appearance that makes editing easier.

2. Design

At this stage, the design of a learning module based on the local wisdom of the Sasak tribe in the IPAS subject CHAPTER 6 "My Indonesia is Rich in Culture" matter on diversity and local wisdom is carried out. The matter of diversity and local wisdom in this learning module will be integrated with the culture and local wisdom of the Sasak tribe. The linkage of diversity and local wisdom material in the learning module with the culture and local wisdom of the Sasak Lombok tribe can be seen in table 3.

| No | Material | Culture and local wisdom of the Sasak people in Lombok |
|----|---|--|
| 1 | Definition of cultural diversity and local wisdom | Various languages in the Sasak tribe, Lombok. The value of the Sasak tribe's <i>begawe</i> tradition. |
| 2 | Cultural diversity forms and examples | The traditional house of the Sasak tribe is <i>bale lumbung</i> , the traditional clothing of the Sasak tribe is <i>lambung</i> and <i>pegon</i> , the traditional food of the Sasak tribe is <i>nasi balap puyung</i> , the traditional game of the Sasak tribe is <i>kideng</i> , the traditional dance is <i>tegining teganang</i> . The <i>Gendang beleq</i> and <i>awig-awig</i> of the Sasak tribe are examples of the tangible and intangible local wisdom. |
| 3 | Cultural diversity and local wisdom | The <i>nyesek</i> and <i>bau nyale</i> traditions and its value. Traditional Sasak games <i>peresean</i> |

| | | |
|---|--|--|
| | of the Sasak tribe | and <i>manuk kurung</i> and its value. Traditional Sasak food <i>wajiq pangan</i> and <i>sate bulayak</i> and its value. |
| 4 | Cultural heritage conservation efforts | Visiting the cultural site of <i>Sade</i> village, wearing traditional <i>pegon</i> and <i>lambung</i> clothing, participating in the Sasak cultural festival <i>bau nyale</i> . |

The first matter is the definition of cultural diversity and local wisdom. In this matter, Sasak Tribe content is included, namely the various languages in the Sasak tribe as an example of understanding cultural diversity. The selection of material content aims to make participants easily remember the material because the material is close to students, as well as an introduction to the kinds of languages that exist in the region, and increase students understanding of cultural diversity matter. While in the matter understanding of local wisdom, the element or content of the Sasak tribe that is included is the value of the *begawe* tradition. The selection of this matter is because the *begawe* tradition contains positive values that are suitable for students to learn, and can make it easier for students to remember the matter because this tradition is still conserved in the students environment.

The second matter is forms and examples of cultural diversity and local wisdom. Each form and example of cultural diversity includes the content of the culture and local wisdom of the Sasak tribe, Lombok. First, the traditional house includes an example of the traditional traditional house of the Sasak tribe, namely the *bale lumbung* traditional house. The selection of the *bale lumbung* traditional house as an example of a traditional house is because that is a typical icon of the Sasak tribe who already popular so that students will easily remember the matter and increase students understanding of the matter. For the second, the traditional clothing includes examples of traditional Sasak clothing, namely *lambung* and *pegon*. The selection of traditional clothing is because traditional clothing is famous and commonly used in the environment of students at certain events and on cultural Saturdays at school, so that will attract students to read the module. Third, the traditional game includes the traditional game *kideng* from the Sasak tribe, East Lombok. The selection of traditional *kideng* games aims to enable students to recognize Sasak tribal games not only from their own region, but also to recognize Sasak tribal games from other regions. Fourth, in the traditional food material, the example of traditional Sasak food is *nasi balap puyung*. The content selection is because the traditional food has a distinctive taste and is well known, so it will

make it easier for students to remember the material. Fifth, the traditional dance includes the traditional dance *tegining-teganang*. The selection of the *tegining-teganang* dance is because the dance is interesting and unique, namely in the dance telling the folklore of the Sasak tribe *inaq tegining-amaq teganang* accompanied by the folk song of the Sasak tribe *inaq tegining-amaq teganang* and the dance is also popular, so that it will attract students interest and make it easier for students to remember the matter.

The third matter is cultural diversity and local wisdom of the Sasak tribe. The material on cultural diversity and local wisdom of the Sasak tribe discusses traditions, traditional games, and traditional food. The traditions of the Sasak tribe discussed are *nyesek* and *bau nyale*. The selection of the *nyesek* and *bau nyale* traditions is because they are famous, unique and have positive values that students can learn. In the traditional games of the Sasak tribe, examples of traditional games of *peresean* and *manuk kurung* are included. The selection of the game is because it is famous, interesting, and has a uniqueness, and is suitable for students to play. In traditional food, *wajiq pangan* and *satay bulayak* are included. The selection of traditional food *wajiq pangan* is because the traditional food is interesting, uniquely discussed, and comes from the students environment, so that it will attract students' interest and make it easier for students to remember the material.

The fourth material is efforts to conserve cultural heritage. Each conservation effort is given an example of how to conserve the cultural heritage of the student environment, namely the Sasak tribe. For example, in the first cultural conservation, namely studying local culture, an example is given that studying culture can be done by visiting cultural places close to the students environment such as the village of *Sade* in order to learn the *nyesek* culture of the Sasak tribe. The selection of examples of efforts to conserve the cultural heritage of the Sasak tribe aims to enable students to conserve the cultural heritage in their environment.

The module is divided into 3 parts with the first part being the introduction of the module (editorial cover, preface, table of contents, and instructions for use). The core section consists of learning outcomes, learning objectives, introduction, subject matter. The closing section consists of evaluation, answer key, bibliography, and image reference list. Some examples of the design display of Sasak local wisdom-based learning modules in IPAS subjects.

1) Module Introduction

The module introduction consists of an editorial cover, preface, table of contents, and instructions for use. One example of a module introduction in the form of a cover can be seen in Figure 1.

Figure 1. Module Cover

The module design on the cover displays the local wisdom of the Sasak tribe, namely the traditional house "bale lumbung" and features cartoons wearing traditional Sasak tribal clothing and carrying traditional food. The use of images of traditional houses, traditional Sasak clothing and traditional food is because the module developed is based on the local wisdom of the Sasak



tribe and in the module will discuss some of the local wisdom of the Sasak tribe such as traditional houses, traditional clothing, and traditional food. The cover is equipped with the module title, the identity of the study program, faculty, department, university, year, compilers name and class description and uses one type of font, namely gaganin. This font type was chosen because it has a firm and clear letterform, making it easy to read by users.

2) Content (Matter)

The content or matter contains related matter discussed in the module. One example of the matter in the module can be seen in Figure 2.



Figure 2. Content or Module Materials

The learning material contains a description of the module material. The material section is equipped with Canva elements that contain elements of Sasak culture, namely images of traditional Sasak tribal houses *bale lumbung* and cartoons of children using Sasak tribal musical instruments *gendang beleq*, and there are typical ornaments of the Sasak tribe, Lombok. The selection of images in the module is adjusted to the cultural context

and local wisdom of the students, namely the Sasak tribe, and in accordance with the context of the matter to be discussed, as well as maintaining the characteristics of the learning module, namely based on the local wisdom of the Sasak tribe. The font type used is Arial. The choice of font type was chosen because it has a firm letterform, so it is easy to read by users and this font is commonly used in books. As revealed by Hakim (2020) the use of arial fonts is commonly used in textbooks.

3) Closing

The closing section contains an evaluation, answer key, bibliography, and image reference list. One example of a cover image in the form of an evaluation can be seen in Figure 3.

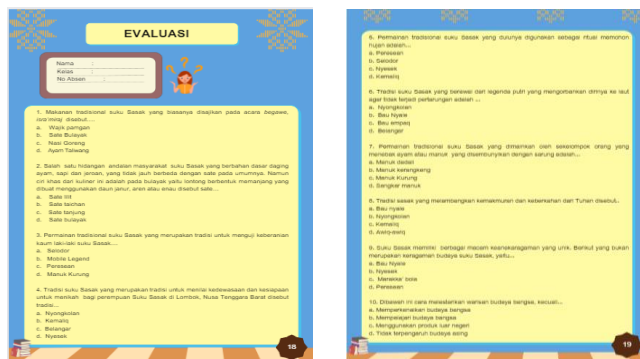


Figure 3. Evaluation

The evaluation contains 10 evaluation questions in the form of multiple choices. There is a Canva ornament typical of the Sasak tribe, Lombok. The basic color of light blue matches the basic color of the rest of the module. Uses Arial font and has page numbers. At this design stage there were also several design revisions.

Figure 4. Before revision

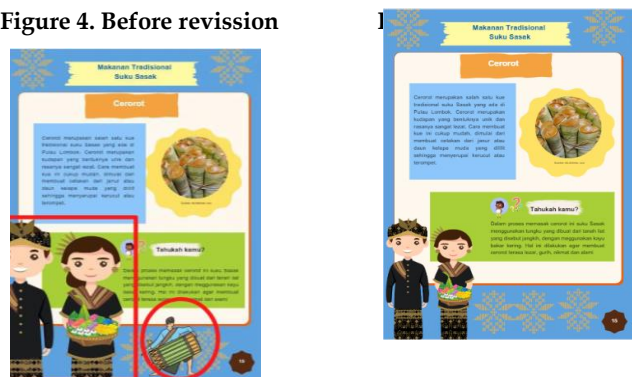


Figure 4 shows the product before revision and Figure 5 shows the product after revision. The revision in the design process in the figure is that the image of a cartoon character wearing traditional Sasak tribal clothing is minimized and the cartoon image using the *gendang beleq* is deleted so that the material content is conveyed and the impression on the image is not crowded so as not to distract or disturb the reader's attention.

3. Development

The development stage is the stage where researchers make products. The module will be made in printed A4 size, using art paper on the cover, while the content uses HVS paper, and has 32 pages. The module printouts can be seen in Figures 6 and 7.



Figure 6. Module Cover Printout



Figure 7. Module Printout of Contents Page

Products that have been produced are carried out material validation and media validation. The results of media validation by validators can be seen in table 4.

Table 4. Media Expert Validation Results

| Aspects | Total score | Average number of indicators | Percentage results | Criteria |
|-----------------|-------------|------------------------------|--------------------|--------------|
| Characteristics | 17 | 20 | 84,4% | Highly Valid |
| Display | 41 | 50 | | |
| Presentation | 18 | 20 | | |

Based on the results of the assessment, it is known that the learning module based on local wisdom of the Sasak tribe in the subject of IPAS material chapter 6 "My Indonesia is Rich in Culture" IVth grade developed is valid, so that it fulfills as good media and is very valid to use with revisions according to suggestions. The next validation is material validation which can be seen in table 5.

Table 5. Material Expert Validation Results

| Aspects | Total score | Average number of indicators | Percentage results | Criteria |
|--------------|-------------|------------------------------|--------------------|--------------|
| Content | 29 | 35 | 85,7% | Highly Valid |
| Presentation | 23 | 25 | | |
| Content | 23 | 25 | | Highly Valid |
| Eligibility | 28 | 10 | | |
| Linguistics | 28 | 10 | | |

The results of the material validity test on the Sasak tribal local wisdom-based learning module in IPAS subject matter chapter 6 "My Indonesia is Rich in Culture" grade IV are known have 85.7% validity percentage, so that it is included in the criteria very Valid to use with revisions according to suggestions.

Product Revisions

Product revisions were made after validation by media and material experts. The following is an example of a product that has been improved based on input and suggestions from media and material expert validators.

Media Experts Product Revision



Figure 8. Before revision



Figure 9. After revision

There are several criticisms and suggestions given by media validators, one of which in this picture provides numbering or numbering in the subject matter section because the writing looks neat and parallel.

Material Expert Product revision



Figure 10. Before revision



Figure 11. After revision

There are several criticisms and suggestions given by the material validator, one of which focuses on the culture of the Sasak tribe instead of tribal culture in NTB.

4. Implementation

At the implementation stage, the activities carried out are testing the products developed. The module is used in the real learning process in class IV SDN 3 Suranadi.



Figure 12. Students Using the Module

After the learning process took place, researchers distributed student and teacher response questionnaires to measure the practicality of the developed learning module.



Figure 13. Students Response Questionnaire

The results of the students assessment of the level of practicality of the learning module based on the local wisdom of the Sasak tribe can be seen in table 6.

Table 6. Student Response Questionnaire Results

| Aspects | Total score | Average number of indicators | Results percentage | Criteria |
|----------|-------------|------------------------------|--------------------|-----------|
| Material | 662 | 700 | 96,3% | Highly |
| Media | 879 | 900 | | Practical |

The results of the students assessment of the level of practicality of the learning module based on the local wisdom of the Sasak tribe can be seen in table 7.

Table 7. Teacher Response Questionnaire Results

| Aspects | Total score | Average number of indicators | Results percentage | Criteria |
|----------|-------------|------------------------------|--------------------|-----------|
| Material | 34 | 35 | 97,5% | Highly |
| Media | 44 | 45 | | Practical |

5. Evaluation

This evaluation is carried out at each of the previous four stages; the analysis, design, development and implementation stages (Febrianto & Puspitaningsih,

2020). First stage, the analysis stage, analyzes the needs, characteristics, matter, and products. At the analysis stage, no obstacles were found, the data found were appropriate. Second stage is the design stage. At this stage, several stages of improvement were carried out regarding product design, namely cartoon images wearing traditional Sasak tribal clothing were minimized and *gendang beleq* were removed on traditional food material.

Evaluation at the development stage is revisions from media and material experts, have providing numbering in the subject matter section, changing the writing on each subchapter title written in bold and those using local language written in italics, focusing on culture in the Lombok area in the material section of forms and examples of cultural diversity and local wisdom. Evaluation at the implementation stage is based on the results of the response questionnaire of students and teachers getting a good response from teachers and fourth grade students of SDN 3 Suranadi. The results of the student response questionnaire obtained a result of 96.3% in the "highly practical" category and the results of the teacher response questionnaire obtained a result of 97.5% in the "highly practical" category. This shows that the developed module means getting a good response from students and teachers and the module is easy to use.

Conclusion

Based on the results of research and development of Sasak Tribe Local Wisdom-Based Learning Modules in IPAS Subjects CHAPTER 6 "My Indonesia is Rich in Culture" IVth grade SDN 3 Suranadi, the following conclusions can be drawn: 1). The results of the validity of media experts obtained a percentage of 84.4% with the category "highly valid" and the results of the validity of material experts obtained a percentage of validity of 85.7% with the category "highly valid". Based on these results, the learning module based on the local wisdom of the Sasak tribe in the subject of IPAS material chapter 6 "My Indonesia is Rich in Culture" IVth grade developed can be declared valid and valid to use as teaching materials in schools seen from the aspect of validity; 2). The student response questionnaire results obtained a percentage of 96.3% with the category "highly practical" and the results of the teacher response questionnaire obtained a percentage of practicality of 97.5% with the category "highly practical". Based on these results, the learning module based on the local wisdom of the Sasak tribe in the subject of IPAS material CHAPTER 6 "My Indonesia is rich in culture" IVth grade developed can be declared practical for use as teaching materials in schools seen from the aspect of practicality.

Acknowledgments

The researcher's gratitude goes to all parties involved during the process of preparing the thesis, especially to the supervisors 1 and 2.

References

- Afdalia, A., Arsyad, M., & Arafah, K. (2020). Pengembangan Modul Pembelajaran Ipa Fisika Berbasis Kearifan Lokal Sandeq Pada Sekolah Menengah Pertama. *Prosiding Seminar Nasional Fisika*, 2, 1-4.
- Ardani, M. B., Sismulyasih, N., Tyas, L. F., & Wardani, N. A. (2023). *Reka Baru Media Pembelajaran PPKN*. Semarang: Cahya Gani Recovery.
- Ariwibowo, M. F., & Hidayat, I. S. (2023). Workshop Pembuatan Media Belajar Dengan Menggunakan Canva. *Community Development Journal: Jurnal Pengabdian Masyarakat*, 4(4), 8173-8178.
- Chusna, Ludvi Novisatul, Dyah Worowirastrri Ekowati, Kuncayono. (2019). Modul Pendamping Pembelajaran Tematik Berbasis Kearifan Lokal Blitar Di Kelas IV Sd. *Indonesian Journal Of Primary Education*. Vol .3, No. 1, Hal, 81-92.
- Febrianto, R., & Puspitaningsih, F. (2020). Pengembangan Buku Ajar Evaluasi Pembelajaran. *Education Journal: Journal Educational Research and Development*, 4(1), 1-18.
- Fitriyah, C. Z., & Wardani, R. P. (2022). Paradigma Kurikulum Merdeka Bagi Guru Sekolah Dasar. *Scholaria: Jurnal Pendidikan Dan Kebudayaan*, 12(3), 236-243.
- Hakim, L. N. (2020). Pengembangan Bahan Ajar Mata Palajaran Pendidikan Agama Islam Berbentuk Modul dengan Model Borg dan Gall terhadap Siswa Kelas XI Semester Ganjil Di Sma Negeri 2 Situbondo Tahun Pelajaran 2015/2016. *Nusantara Journal of Islamic Studies*, 1(1), 51-65.
- Hanifah, N., & Djuanda, D. (2023). Perspektif Guru Sekolah Dasar Dalam Pengembangan Perangkat Ajar Pada Kurikulum Merdeka. In *Seminar Nasional Sosial, Sains, Pendidikan, Humaniora (Senassdra)*, (Vol. 2, No. 2, pp. 173-182).
- Izzati, N. (2015). Pengembangan modul pembelajaran matematika bermuatan emotion quotient pada pokok bahasan himpunan. *Eduma: Mathematics Education Learning and Teaching*, 4(2).
- Jannah, M., & Reinita, R. (2023). Validitas Penggunaan Media Komik Digital dalam Pembelajaran Kurikulum Merdeka Berbasis Model Problem Based Learning di Sekolah Dasar. *Jurnal Basicedu*, 7(2), 1095-1104.
- Kementrian Pendidikan dan Kebudayaan, Riset, dan Teknologi (Kemendibudristek). (2022). *Kurikulum Untuk Pemulihan Pembelajaran*. Badan Standar, Kurikulum, dan Asesmen Pendidikan.
- Setiawati, F. (2022). Dampak kebijakan perubahan kurikulum terhadap pembelajaran di sekolah. *NIZĀMULILMI: Jurnal Manajemen Pendidikan Islam*, 7(1), 1-17.
- Sitepu, N. B., & Gandamana, A. (2023). Pengembangan Media Pembelajaran Display Board Berbasis Discovery Learning Pada Tema 6 Subtema 2 Kelas V SD Negeri 040452 Kabanjahe TA 2022/2023. *Journal on Education*, 1), 3512-3522.
- Wadi, S., Alwi, M., Hakim, A. R., & Zhanni, M. R. A. (2023). Pengembangan Modul Pembelajaran IPAS Berbasis Kearifan Lokal Tanaman Penyehatan. *Jurnal Pendidikan MIPA*, 13(3), 870-877.