



## Implementation of Local Content of Banten Javanese Language in the Independent Curriculum in Elementary Schools

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### ABSTRACT

This study aims to analyze the implementation of local content of Banten Javanese Language in the Independent Curriculum at SDN Kewunen, Serang, Banten. The selection of Banten Javanese as a local content at SDN Kewunen is based on efforts to preserve the Banten Javanese language. The research method used is a case study with a qualitative approach. Data collection techniques are carried out through in-depth interviews, observations, and documentation. The results of the implementation research are still faced with various obstacles, the limitation of teaching materials, the lack of interactive learning media and the majority of teachers feel that further training is needed to improve the quality of teaching. Students tend to show a positive attitude towards this learning, but limited learning methods lead to less than optimal their understanding and engagement. The development of adequate teaching materials, a variety of learning methods, and more diverse evaluations are needed to increase the effectiveness of Banten Javanese language learning in elementary schools.

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## INTRODUCTION

In the Undang-undang Sisdiknas No. 20 Tahun 2003, it is stated that national education has a role in improving abilities and shaping a dignified character and civilization for the nation. The goal is to educate the life of the nation by developing the potential of students, so that they can become individuals who believe in and fear God Almighty, have good morals, are healthy, knowledgeable, skilled, creative, independent, and become democratic and responsible citizens.

The education mentioned above emphasizes the importance of forming attitudes and values as the core of the learning process. Attitudes and values cannot be taught directly like academic subjects, attitudes and values are

formed and developed through experiences and interactions in the learning process (Basari, 2020). This happens gradually when students encounter situations that require decision-making, moral judgment, or response to their social environment. Thus, education that focuses on the formation of attitudes and values requires learning methods that are contextual and involve hands-on experience, thus allowing students to build a deep and inherent understanding of expected values, such as responsibility, honesty, and concern for others.

Learning is a process of mental activity in which a person, through education or experience, causes positive and relatively long-term behavioral changes, involving physical and psychological aspects of the personality. Learning creates change in everyone, and those changes have a positive value for them (Qur'ani, 2023). Learning also has meaning as part of any behavior change that is relatively fixed and occurs as a result of practice or experience. (Siregar & Widyaningrum, 2015) Therefore, it can be concluded that learning is the process of acquiring knowledge, skills and attitudes through experience, practice, or interaction with the environment. The process of learning is not only limited to development in cognitive aspects or knowledge, but includes changes in the attitudes, skills, and abilities of each individual. The changes that occur through learning are usually not temporary, but rather the result of continuous interaction with the environment and experiences that a person experiences. Learning also involves adapting to new situations, so that individuals can adjust to the challenges they face.

In the era of globalization like today, learning in schools has many challenges. The world of information that comes is very fast and easily accessible to many people, with a lot of information coming in, this results in the beginning of exposure to culture by outside cultures so that it affects the beginning of fading knowledge about local wisdom and local culture. This condition makes the preservation of local values through education even more urgent. Within the framework of the independent curriculum, local content has an important role in maintaining and reviving regional culture and identity. Integrating local content in intracurricular activities is an alternative solution in dealing with this problem.

Local Content is an important part of the educational curriculum designed to provide students with an in-depth understanding of the potential, uniqueness, and richness of the area where they live. According to Banten Governor Regulation No. 15 of 2014, Local Content is a study material or subject in an educational unit that contains content and learning processes about local potential and uniqueness. Local content is a subject that must be carried out in schools. In its implementation, local content in the curriculum of

educational units is given flexibility for regions to teach materials that are relevant to the culture, language, and local potential owned by each region. According to Law No. 20 of 2003 concerning the National Education System, local content is defined as study and lesson materials that are rooted in local potential, which are adjusted to the needs of the local community. The content of these local content subjects is determined by each school based on the characteristics of their region (Ali & Mulasi, 2023). Therefore, local content has an important role in preserving culture and is one of the tools used to strengthen the identity of students.

The independent curriculum is a new curriculum implemented in Indonesia in 2022. In the Independent Curriculum, local content in elementary schools has a flexible portion and is determined based on local government or school policies, this is very possible in adjusting to local needs and characteristics. Generally, the time allocation for local content is around 2 hours of lessons per week or can be integrated in other subjects such as PPKn, Indonesian, or Arts, Culture and Crafts (Minister of Education, Culture, Research and Technology of the Republic of Indonesia, 2022). In addition, local content is also integrated in the Pancasila Student Profile project, which involves students in activities based on local culture or environment, such as learning regional languages or learning local traditions. The implementation of local content can also be done through extracurricular activities, especially for art skills, traditional sports, or other activities relevant to regional culture. With this flexibility, schools can carry out local content learning without adding to the burden of the core curriculum, but can still introduce and instill local cultural values in students from an early age.

The independent curriculum provides a more flexible space for schools to develop local content. The advantages of the Independent Curriculum explained by the Kemendikbudristek (2021) focus on essential materials and the development of student competencies in its phase so that students can learn more deeply, meaningfully and fun, without rushing. Learning is much more relevant and interactive through project activities providing wider opportunities for students to actively explore actual issues such as environmental, health, and other issues to support the development of the character and competency of the Pancasila Student profile (Rahmadayanti & Hartoyo, 2022). The Independent Curriculum also provides several more contextual learning approaches, by giving teachers the freedom to adjust teaching methods according to the needs and characteristics of students and the school environment. With this flexibility, local content can be more optimally applied, including in regional language subjects.

In Banten Province, the regional language that develops is Banten Javanese. Banten Javanese is used in eastern Banten, for example in the Serang area and also Cilegon. Referring to a policy related to the local content of Banten, especially in Serang, regional languages need some study; First, policies from local governments with the existence of Perbup or Perwal. Second, the structure of the local content curriculum from the Education and Culture Office which will lead to cultural diversity in the region. Third, prepare regional language teachers by holding continuous or continuous technical guidance training. Schools are places where educational programs are carried out as part of society and regeneration as a whole (Zukhruf, et al., 2019). In addition, the Javanese language of Banten has dialect and vocabulary peculiarities that need to be preserved and developed in the educational curriculum. The Javanese language of Banten is one of the parts of the regional cultural wealth that can be included in the local content subject matter taught in elementary schools in the Banten area.

Integrating the Banten Javanese language as one of the options in local content in the Banten Province area aims to preserve the local language and culture that is the identity of the people in Banten Province. Regional language learning needs to pay attention to its benefits and position, including as: (1) Symbol of regional pride, (2) Identity, (3) Means of communication between families and local residents, (4) Observer of national languages, and (5) Regional languages that have special positions (Asdarina et al., 2023). The implementation of this learning is not only limited to language teaching, but also instills local wisdom and ethical values that are reflected in the Javanese culture of Banten, but to equip students with the attitudes, knowledge, and skills necessary to know and love the natural, social, cultural, and spiritual environment in their area; and preserving and developing regional excellence and wisdom that are useful for themselves and their environment in order to support national development (Juniardi et al., 2018) However, challenges in implementing this local content are still often encountered, such as low interest in learning students, lack of competent teaching resources in regional languages, and limited materials, materials, resources and appropriate teaching media.

The implementation of local content learning in Banten Javanese is often adjusted to school policies and the availability of existing resources. Not all schools have support in integrating local content in classroom learning. There are still many schools that have difficulties in implementing local content optimally due to the lack of competent teachers in their fields and

infrastructure, be it the lack of teaching materials, learning resources and even learning media. Therefore, in order for the implementation of local content to run effectively, it is necessary to have synergy between local governments, education offices, schools, and the community in supporting the implementation of better local content, especially in maintaining the sustainability of regional languages in the midst of the times.

In elementary schools, the implementation of learning local content in Banten Javanese is often adjusted to school policies and the availability of existing resources. Some schools that have the support of competent teachers and adequate facilities are able to integrate regional language learning effectively. Through the Independent Curriculum approach, it is hoped that local content, especially the Banten Javanese language, can be implemented more optimally in elementary schools, so that it can play a role in preserving culture and strengthening local identity among the younger generation.

## RESEARCH METHOD

The research design used in the research is using qualitative research methods with case studies. A case study is a series of scientific activities that are carried out in an intensive, detailed, and in-depth manner about a program, event, and activity, either at the level of individuals, groups of people, institutions, or organizations to gain in-depth knowledge about the event. Usually, the chosen event which is hereinafter referred to as a case is an actual thing (real-life events), which is ongoing, not something that has passed (Rahardjo, 2017). The author's reason for choosing a case study is because this method can be used to study, explain, and interpret a case to be the focus of the research, namely about the implementation of local content of the Banten Javanese language in the independent curriculum in elementary schools. The case study method aims to reveal the peculiarities or uniqueness of the characteristics contained in the case studied (Assyakurrohim et al., 2022).

A qualitative approach with a case study method was used to reveal how the local content of Javanese Banten was implemented at SDN Kewunen, Walantaka District, Banten Province. This approach was chosen because it allows researchers to explore in depth the implementation of local content in the context of the Independent Curriculum in the elementary school. Case Study research data can be obtained from several techniques, such as interviews, participant observation, and documentation (Rahardjo, 2017). Semi-structured interviews were conducted with teachers, principals, and students to gain an understanding of the implementation process, challenges, and learning outcomes of Banten Javanese. Direct observation is carried out in the classroom

to observe interactions and teaching methods. Documentation such as lesson plans, syllabi, and teaching materials are used to see how this local content is integrated into the curriculum. Data analysis was carried out using thematic analysis, where data from interviews, observations, and documentation were organized based on key themes such as learning strategies, implementation challenges, and student responses. In analyzing data, there are four steps of activities, namely collecting data, reducing data, presenting data, and verifying/drawing conclusions. The conclusion was drawn based on the patterns that emerged in the implementation of the local content of the Banten Javanese language at SDN Kewunen.

## **RESULT AND DISCUSSION**

Based on the results of research conducted at SDN Kewunen, Walantaka District, Serang City, Banten Province, one of the local contents that is integrated in the intracurricular is the Banten Javanese Language. Banten Javanese is one of the local content options at SDN Kewunen. This is done to preserve regional languages because some students at this elementary school make Banten Javanese a daily language for communication.

Based on the learning program used at SDN Kewunen, the implementation of Local Content takes into account the allocation of time through an educational calendar that has been made by the Serang City Education Office. After that, make an annual program, semester program to ATP (learning goal flow).

The following will be presented the results of observations related to the implementation of local content in the independent curriculum at SDN Kewunen:

### **Learning Planning**

In planning learning. The classroom teacher prepares a Learning Implementation Plan. In preparing teaching materials that will be used in the classroom, teachers use package books sent from the Serang City Education Office. In the context of learning planning, teachers at SDN Kewunen have tried to prepare a learning implementation plan tailored to learning outcomes. However, the implementation of this planning is still not optimal due to the limitations of teachers in mastering the Banten Javanese language. Limited learning resources, most teachers do not have a strong educational background in this regional language, which results in difficulties in compiling materials that are contextual and relevant to students' daily lives.

### **Learning Implementation**

The implementation of Banten Javanese language learning at SDN Kewunen faces various obstacles. Teachers try to teach Banten Javanese language material through lecture and discussion methods, but the limitations of teaching materials and learning media make the teaching and learning process less effective. The teaching materials available are still very minimal, and there are no official textbooks or modules designed specifically for this local content. Teaching materials are an important source of material for teachers in carrying out the learning process. Without teaching materials, it seems that teachers will have difficulty in achieving learning goals (Aisyah, et al., 2020). In fact, this teaching material has several functions, including guidelines for both teachers and students, so that learning activities are more directed, this teaching material also functions to make learning more meaningful, and is used as a tool to assess all learning processes so that learning goals can be achieved (Wahyudi, 2020).

During the implementation of learning, the method used by the teacher is not far from the lecture method. The lecture method is a learning method where teachers provide information in the form of knowledge to students, where in general students follow the learning process passively (Anjani. et al., 2020). Actually, there is no problem related to the application of the lecture method, it's just that the learning method that only relies on verbal language tends to make students passive and results in monotonous learning activities, where the teacher only delivers the material with the dominance of spoken language, while the students only listen to receive the knowledge. If not varied, this method can be considered boring and less interesting for students.

Not only that, in the implementation of local content in the classroom, learning media such as video or audio have not been optimized that can help students master the pronunciation and understanding of the Banten Javanese language. In fact, the selection of learning media is one of the main keys to the success of the learning process in the classroom. Learning media is used as a tool used by educators to guide students in the learning process in the classroom (Alfriana, 2024). The use of media in learning activities will provide many benefits, on the one hand, it will make it easier for students to understand the subject matter being taught because students can directly interact with the object that is the subject of study (Fadilah, et al. 2023).

Therefore, the implementation of local content of the Banten Javanese language requires interactive teaching materials, methods and learning media so that during the implementation of learning, students' learning motivation can increase, especially in the Banten Javanese language subject.

### **Learning Evaluation and Reflection**

After learning, the teacher conducts evaluation and reflection. Evaluation is carried out through traditional methods such as written tests, which are less able to measure students' understanding in the daily use of Banten Javanese. Teachers reflection on the learning strategies used is also very minimal. There are no discussion forums or advanced training available to improve the quality of teacher teaching in Banten Javanese.

After carrying out the implementation of learning, teachers carry out reflection and evaluation activities. Evaluation is a deliberate and purposeful activity. Evaluation activities are carried out consciously by teachers with the aim of obtaining certainty about the success of student learning and providing input to teachers about what they are doing in learning activities (Magdalena, et al., 2020).

In general, the benefits that can be taken from evaluation activities in learning are to understand various aspects such as students' initial abilities, motivation, facilities and infrastructure, and student conditions. In addition, the benefits of evaluation in learning play a role in improving the quality of the teaching and learning process through strengthening components that support learning activities (Idrus, 2019).

In its implementation, the evaluation activities carried out by teachers have not been optimal, although the Independent Curriculum emphasizes on continuous formative evaluation to monitor student progress, teachers only use traditional evaluation methods, such as written tests, which do not fully measure students' ability to understand and use Banten Javanese, especially in its use in daily communication.

Reflection on learning at the teacher level is also minimal. Teachers rarely conduct in-depth self-evaluations regarding the learning strategies they use, and there are no discussion forums or further training to improve Banten's Javanese teaching methods both within the school and teacher working groups (KKG). KKG according to the Ministry of National Education (2008) accommodates activities to improve teachers' professional competence through a series of routine activities such as: (1) discussion of learning problems; (2) preparation of syllabus, semester programs, and Learning Program Plans; (3) curriculum analysis; (4) the preparation of learning evaluation instruments; and (4) material discussion and consolidation for the National Exam (Setiawan et al., 2020). Through learning communities such as KKG, this is one of the ways for teachers to evaluate the implementation of local content in the Banten Javanese language in schools.



## Interview

Based on the results of a survey conducted to 14 classroom teachers at SDN Kewunen regarding the implementation of local content of the Banten Javanese language in the independent curriculum in elementary schools:

**Table 1.**  
**Teacher Survey Results**

No.	Question	Survey results
1	How well do you understand the concept of local content in the Independent Curriculum?	71 % answered enough
2	Do you have an educational background relevant to teaching Banten Javanese?	100% answered no
3	How often do you prepare a Learning Implementation Plan (RPP) for local content of Banten Javanese?	64% answered sometimes
4	In lesson planning, how big is your role in choosing teaching materials for Banten Javanese?	93% answered great
5	Do you feel that the existing teaching materials are adequate enough to teach Banten Javanese?	71% answered inadequate
6	What teaching methods do you use to teach Banten Javanese?	86% answered the lecture method
7	How often do you evaluate students' learning progress in Banten Javanese?	57% answered often
8	What type of evaluation do you use to assess student understanding?	78% answered the written test
9	Do you feel that you need further training to improve your Javanese teaching skills?	93% are very necessary

Based on the results of the interview, the majority of teachers at SDN Kewunen have a sufficient understanding of the concept of local content in the Independent Curriculum, even though they do not have a relevant educational background in Banten Javanese (100%). Most teachers (64%) only prepare Learning Implementation Plans (RPPs) for this local content occasionally, but they still have a big role to play in the selection of teaching materials (93%). Unfortunately, 71% of teachers feel that the available teaching materials are inadequate, which can have an impact on the quality of learning. In practice, the lecture method (86%) is still the main method used, although 57% of

teachers admit that they often evaluate student progress, generally through written tests (78%). Most teachers (93%) feel that there is a great need for advanced training to improve their skills in teaching Javanese Banten.

In general, the results of this interview indicate that although teachers are committed to implementing the local content of the Banten Javanese language, teachers need training or assistance to improve understanding, require the availability of sufficient teaching materials, more effective teaching methods, and professional training. This is very important to achieve better learning outcomes.

In addition to teachers, this study also conducted interviews with students. The following are the results of interviews given to 20 students related to the implementation of local content learning in schools:

**Table 2.**

**Survey Results to Students**

No.	Question	Survey results
1	How often do you take Banten Javanese lessons at school?	100% reply weekly
2	Do you find Banten Javanese lessons interesting?	75% answered mediocre
3	How well do you understand the material taught in Banten Javanese lessons?	70% answer enough
4	What do you think is the quality of Javanese Banten teaching in the classroom?	80% answer enough
5	Does your teacher use interesting learning media in teaching Javanese Banten? (e.g. video, audio, games)	80% reply sometimes
6	Do you feel that your teacher is competent enough in teaching Javanese Banten?	90% answered competent
7	Do you find Banten Javanese lessons useful in your daily life?	90% answered helpful
8	Do you use Banten Javanese in your daily communication?	75% answered often
9	Overall, how do you assess Banten Javanese lessons at school?	90% answered good

Based on the results of the interview analysis, it can be concluded that 100% of students attend the lesson every week, showing a high commitment to this learning. Despite the routinely encountered lessons, 75% of students consider the material taught to be mediocre, with 70% feeling their

understanding is adequate. The quality of teaching is rated quite good by 80% of students, but the use of interesting learning media only happens occasionally, which may affect student engagement. Nonetheless, 90% of students feel that their teachers are competent in teaching and find these lessons beneficial in everyday life, with 75% using them in everyday communication. Overall, 90% of students rated Banten's Javanese lessons as good, showing positive potential in teaching even though there are areas that need to be improved to improve the attractiveness and effectiveness of learning.

Overall, this interview shows that Banten's Javanese language lessons at SDN Kewunen have a solid foundation, but need improvements in learning methods, media use, and student engagement to improve the overall learning experience.

### **Discussion**

The research conducted at SDN Kewunen in Walantaka District, Serang City, Banten Province, highlights the integration of the Banten Javanese language as local content within the school's intracurricular framework. This initiative aims to preserve regional languages, particularly Banten Javanese, as many students at the school use it in daily communication. Despite the noble goal, the study reveals several challenges and opportunities in implementing this local content effectively.

In terms of learning planning, teachers at SDN Kewunen prepare their lessons according to a structured curriculum provided by the Serang City Education Office. However, the lack of expertise in Banten Javanese among the teachers poses a significant challenge. Most teachers do not have an educational background related to the language, making it difficult to develop teaching materials that are relevant and contextually appropriate for the students. Furthermore, the limited availability of suitable learning resources exacerbates this issue, with no specific textbooks or modules tailored for teaching the Banten Javanese language.

The implementation of Banten Javanese language lessons faces several hurdles. Teachers primarily rely on lecture and discussion methods, but these approaches are hindered by the lack of teaching materials and media. As noted by Aisyah et al. (2020), teaching materials are crucial for guiding both teachers and students through the learning process, making lessons more meaningful and structured. However, the absence of proper materials and media leads to a less engaging and ineffective learning environment. The lecture method, while not inherently problematic, tends to be passive and monotonous, limiting student interaction and engagement with the content.

Another significant issue is the underutilization of interactive learning media, such as videos, audio, or games, which could support students in mastering the pronunciation and understanding of the Banten Javanese language. As emphasized by Fadilah et al. (2023), the use of diverse learning media is essential for fostering a more interactive and engaging learning experience. When students can directly interact with the subject matter through various media, their learning outcomes improve significantly.

The evaluation and reflection processes at SDN Kewunen also present areas for improvement. Teachers primarily use traditional written tests for evaluation, which fail to fully assess students' understanding and practical use of Banten Javanese in daily life. Evaluation should be more holistic, taking into account various aspects of student progress, including their ability to communicate in Banten Javanese. The lack of reflection and professional development opportunities for teachers further limits the improvement of teaching methods.

According to Setiawan et al. (2020), teacher development activities, such as routine discussions and training, are essential for improving pedagogical skills. At SDN Kewunen, there is little to no opportunity for teachers to engage in these types of professional development activities. The absence of discussion forums or training sessions specifically for improving Banten Javanese teaching methods highlights a gap in teacher support and development.

The interview results from 14 teachers at SDN Kewunen reveal that while most teachers understand the concept of local content within the Independent Curriculum, their lack of a relevant educational background in Banten Javanese significantly hampers their ability to teach the language effectively. Despite this, teachers still play a major role in selecting teaching materials, though they express concern over the inadequacy of available resources. Furthermore, the predominant use of the lecture method and the occasional use of evaluations through written tests further indicate the need for a more dynamic and comprehensive approach to teaching.

On the students' side, the interview findings indicate that while all students attend Banten Javanese lessons regularly, their engagement with the material is somewhat lukewarm. Although most students find the lessons beneficial for daily communication, only 75% consider the lessons interesting, and 70% feel they understand the material to a satisfactory level. The quality of teaching is rated as adequate by 80% of the students, but the use of engaging learning media is reported to occur only occasionally, which may explain the lack of excitement and motivation among students.

Despite these challenges, the students' high rating of their teachers' competence (90%) and the usefulness of the lessons in everyday life (90%) indicates a positive foundation for learning. The fact that 75% of students use Banten Javanese in their daily communication highlights the practical value of the language lessons. However, there is still room for improvement in terms of lesson quality, student engagement, and the incorporation of diverse learning methods and media.

Overall, the research reveals that while SDN Kewunen has made commendable efforts to integrate the Banten Javanese language as local content in the curriculum, there are several areas in need of improvement. The lack of adequate teaching materials, the limited use of interactive media, and the over-reliance on traditional evaluation methods all contribute to the current challenges. To enhance the effectiveness of teaching, it is crucial to provide teachers with proper training, more engaging learning resources, and a broader range of teaching methods that promote active student participation.

In conclusion, improving the teaching of Banten Javanese at SDN Kewunen requires a comprehensive approach that addresses the limitations in teacher expertise, resources, and teaching methods. By investing in teacher development, diversifying teaching materials, and using more interactive and student-centered methods, the school can foster a more engaging and effective learning environment. This will not only preserve the Banten Javanese language but also ensure that students can use it confidently in their daily lives, achieving the broader goals of the Independent Curriculum.

## CONCLUSION

The research at SDN Kewunen on the implementation of Banten Javanese as local content in the Independent Curriculum highlights strong commitment from both teachers and students. Despite the teachers' lack of expertise in Banten Javanese, they actively engage in regular lessons, though challenges persist, including limited teaching materials, inadequate teacher training, and the predominant use of the lecture method. Students, while acknowledging the usefulness of the language for daily communication, express lower levels of engagement and understanding due to the monotony of the teaching methods and the absence of interactive learning media.

To address these challenges, it is essential to enhance teacher training, particularly in Banten Javanese language proficiency and modern teaching methods. The availability of specialized teaching materials and the integration of interactive media, such as audio-visual tools, should also be prioritized to increase student engagement. Furthermore, diversifying teaching methods

beyond lectures, incorporating project-based assessments, and adopting formative evaluations would better assess students' understanding and application of the language. These improvements can not only strengthen language learning but also contribute to the preservation of Banten Javanese and foster a more dynamic, engaging learning environment.

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